



ОБЩИНА БУРГАС
МИНИСТЕРСТВО НА ОБРАЗОВАНИЕТО, МЛАДЕЖТА И НАУКАТА
БУРГАСКИ СВОБОДЕН УНИВЕРСИТЕТ
УНИВЕРСИТЕТ "ПРОФ. Д-Р АСЕН ЗЛАТАРОВ"

ПРЕДУЧИЛИЩНОТО ДЕТСТВО
И ОТГОВОРНОСТИТЕ
НА СЪВРЕМЕНОТО ОБЩЕСТВО

ДОКЛАДИ ОТ НАУЧНА КОНФЕРЕНЦИЯ
С МЕЖДУНАРОДНО УЧАСТИЕ

ПОД ПАТРОНАЖА НА МИНИСТЪРА НА ОБРАЗОВАНИЕТО, МЛАДЕЖТА И НАУКАТА
ЙОРДАНКА ФАНДЪКОВА

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combined and changed during lessons. For this aim, the teacher uses different words cut out from newspaper headlines the meaning of which could be interesting to pupils and suitable for illustrating. The teacher also uses paper strips with different information written on them, pieces of paper or cardboard (for each pupil) with various requests, as well as a variety of objects and pictures for observation.

While applying this procedure the teacher can also use all the audio-visual aids (TV, computer, CD player, etc.) available in the school and appropriate for work in the first grade.

Keeping records of knowledge and further advancement of pupils

Each year children begin school more and more informed about and prepared for their obligations in school.

In order to organize teaching for initial writing in an appropriate manner the teacher is obliged to check the pupils' knowledge and accept them into school work. The teacher has to know the starting point of each child so that he/she could monitor the course of its further advancement.

As early as the first day in school they start with printed caps so it is enough and also simplest to check whether the children know them. This is done by using the paper sheet for keeping records of children's knowledge and further advancement that can be found in every child's primer. This paper contains a test for checking their knowledge of the letters as well as a table for recording children's knowledge and advancement in learning letters and reading.

The children's knowledge of the letters is checked by successively showing the letters from his/her record paper while the child says which letter it is.

Each letter that is named by the child with assurance is circled or marked in some other way.

Records of previous knowledge and further advancement of pupils

Familiarity with letters

A E И O Ц Г Ш С З М Л P

S B П Д К Б Т Г Ж Ц Ъ К
У X J Ф H Ъ Ч

Assessment results

Assessment date	Number of learned letters	Does not make an effort to read	Spells	Counts	Reads

Structure of the Didactic Material Used in the Complex Procedure for Teaching Letters

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Sources of knowledge are a very important factor for optimal functioning of the teaching process. Special attention should be paid to the textbook as one of the most significant sources of knowledge in teaching and the obligatory printed medium intended primarily to the pupil. In Macedonia there is no textbook for a complex procedure for teaching letters. A package of didactic material is needed containing a number of different elements:

- A paper sheet for keeping records of demonstrated knowledge and of pupil's further advancement;
- Illustrated picture-book with defined place for classifying letters;
- Picture-book;
- First collection of texts;
- Differentiated tasks for the first collection;
- Second collection of texts;
- Workbook for initial writing.

For teaching by using the complex procedure the following material is obligatory for pupils:

- Notebook A4 format (without lines);
- Sheet of paper with clearly written lines at a distance of 12 mm for putting under the notebook sheet;
- Felt-tip pens for drawing and writing printed letters;
- Glue and paper;
- Paper scissors;
- Ink for writing script.

An obligatory teaching aid for the complex procedure is the illustrated primer. Following the development of the child's ability to read and understand what is read as well as its ability to write; various but always interesting forms of work are

Level of learning			
All letters	Reading words and short sentences	Reading a text with understanding	Reading with understanding

Pupil:

Grade:

School:

After counting the letters the child knows, this is recorded into the table and the teacher continues by checking reading. The texts for this testing are prepared by the teacher — short texts in printed caps are written on separate pieces of paper. Beside each text the teacher also writes the question he/she asked the pupil to check if he/she understood the text read.

Examples of texts for checking reading

1. VLADO BROKE THE GLASS. HIS FATHER TOLD HIM OFF. (What happened to Vlado?)

2. MAJA WAS PLAYING WITH A BALL. THE BALL FLEW AWAY UNDER A CAR. MAJA IS CRYING. (Why is Maja crying?)

Illustrated class primer

An illustrated class primer that should be put on a visible and easily reachable place in the classroom is a necessary teaching aid for children's individual learning of letters and reading.

The great functionality of this primer is reflected in the possibility of organizing a variety of activities with letters even during the period when some pupils are still learning them.

Above each letter in the illustrated primer there is a picture of an object the name of which begins in that letter. The pieces of cardboard with letters and the pictures are assorted in alphabetical order in the primer pocket. Using these pieces of cardboard with letters and pictures above them pupils make words and sentences and put them into the lower part of the class primer.

Children's illustrated primer

Beside the class primer a children's illustrated primer is also used. Before the pupils begin to use the illustrated primers, pieces of cardboard with letters and pictures above them should be cut out along the lines and assorted into the pockets of the class primer in alphabetical order.

Working with individual primers is organized in such a manner that they are distributed to all pupils who arrange the pieces of cardboard with letters so that they form words and sentences.

In this monographic and complex procedure for teaching letters there are sheets of paper where a pupil should glue the picture above the corresponding letter.

Picture-book

A picture is a precious means that enhances the children's ability to think. It has special value as it represents an excellent stimulus for activating the children's fantasy as well as their oral and written expression.

A picture captures a child's attention immediately so it can compose a short or long story by using it.

There are two kinds of pictures in the picture-book:

1. Pictures with static content, for example landscapes, pictures of seasons, etc.;
2. Pictures of some phenomena, events, people and animals in various situations that are very dynamic.

Let us present an example:

¹ An event in the forest

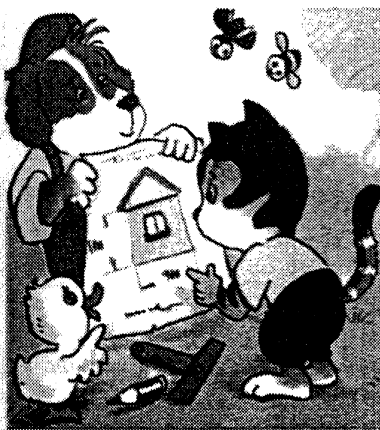
Picture story

Arrange the pictures in the right order and then tell what is happening

ПРИКАЗНА ПО СЛИКИ



¹ Macedonian language for 2nd grade, B. Krtovica, M. Trimcevska, S. Trajkova, Prosvetno delo, 2008.



Подреди ги сликите, а потоа раскажи што се случува.

Workbook for initial writing of script

This workbook is of great help for initial reading and writing of script and it is used to introduce and teach writing of the script.

The workbook contains a sequence of teaching letters and the choice of contents, and it also has a lot of space for writing. Its contents should be illustrated which makes it more interesting for children. It should have space for introductory exercises as well as for writing script. It has lines with alternate wide and narrow distance between them.

Children write the letter in their workbooks in groups. The first group comprises 12 lower and upper case letters that are similar to respective printed letters. The rest of the letters are taught in there small groups. Each group of letters also has texts for practicing the reading of the script.