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LEARNING READING IN THE LOWER GRADES[92]

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Abstract

Reading begins to develop when the child begins to receive systematic training. The root of this capability is in preschool when the child first attempts to identify images in the picture book. After this the skill of reading is introduced: naming objects, recognition of letters, words and sentences. Some studies suggest that regular reading to children, with informal discussion about reading is the most important factor to encourage reading skills.
During the learning of reading the necessity of an active approach to this process is emphasized. Students should develop incentives for reading, and this among the other things provides attractive material, interesting activities, attractive visual design, storytelling ...

Through familiar social situations and visual language experience (traffic signs, names, inscriptions) children experience is activated and they insist on doing cognitive skills such as classification, sequencing and searching of relevant schemes. The attention is directed to met language references (eg, line, page, article,...), and directing the children to everything that belongs to reading and writing. When providing help in the reading process the attention is directed to help the children themselves to reveal the meaning of the word by the context or illustrations. The aim of this approach is less reliance on mechanical task of decoding letters and more language the experience of children.

Keywords: reading, children, education, writing, teacher.

Introduction

Although it is believed that the ability to use contextual information can be an important factor in reading (in terms of faster decoding of words), this hypothesis has not found unambiguous confirmation in the research. Golubovic points that although good readers have a better ability to predict the following text than poor readers, they do not use that advantage because they rely on the automatic process that does not need the support of context. Thus the importance of contextual differences in the hypothesis is emphasized and the effects that manifest at the level of the word and those relating to the role of context in the integration and understanding of the text.

While studying the impact of context of the reading, Fokner I Levi (1994), come to systematically isolation the transfer between text transfer words and transfer content. They asked the bad and the good readers (III and VI grade) to read responding to relevant stories. Students read three pairs of texts. The first pair was connected to the same words, but not to the meaning. The second set was associated with the meaning but not with the words, while the third was not associated with neither the meaning nor the words. The authors found that

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poor readers are improving their reading fluency with the first two stories, while good readers improves fluency only if the stories are connected with meaning. Fokner and Levi concluded that good readers have retained memory representation of words and messages of the first story, which is associated with episodic representation of the entire text. This representation includes information about the surface and the lexical aspects of text and it is related to the meaning and cannot support the transfer. In contrast, the relationship between the surface and the semantic representation in poor readers can be incomplete. In this case, they will benefit from the transfer of meaning and the transfer of the word, because the memory representation of these sources of information in some way remains independent.

The sequential model of learning reading or the Gibson model includes:

- The development and learning of speech in preschool education
- The development and mastery of graphic symbols,
- Learning the skills of decoding graphemes into phonemes,
- Development of the use of more complex items of language structure.

The process of learning to read is described as evolution through stages. The model which gave Frito (1985) divides the process into three stages. In the first logographic stage, children use visual cues, such as the length of words or other important properties in order to reach a limited number of words. The second phase or alphabetic phase, requires phonemic awareness. This phase includes admission to the conversion rules between phoneme and grapheme. Children learn this kind of "depending on phase" when they begin to write, so apply these rules when read familiar and unfamiliar words and pseudo words. The rate of conversion grapheme and phoneme over time increases and the process is now more automated. In the third orthographic stage, again, words are treated as an entity based on morpheme or even larger units without the need for phonemic realization.

Kristal (1996) lists three dominant groups of teaching learning of reading: basic reading, linguistic experience and individualized program.

The programs for elementary reading include an extensive system of prepared texts, textbooks, workbooks and other materials. The advantage of these programs is their comprehensiveness and carefully elaborated plan. As their disadvantages are cited the high cost, rigidity.....

Language experience programs integrate work experience in listening, speaking and writing using different materials and activities associated with the world of children. They take account of individual differences, encourage creativity, confidence and activity that the child shows talent, but not enough and in this way it is difficult to assess progress because they provide little motivation to read beyond the immediate environment of the child.

During the individualized programs pupils are looking for texts which are suitable to their ability and interests, and read with their own pace. Each child has its own program, uses checklists and charts, and discussing the material with the teacher. They are flexible and they maintain interest, they encourage independence and confidence. So there is no difference between good and bad readers. Although, it is hard to find books and adjusts the time for talking to the teacher. Keeping records is complicated and there is no systematic development of skills. When we speak about learning reading we need to consider more other factors.

For example, words that children are easier to learn are the following: words that kids want to learn, important words, common words, frequently used words, words with strong emotional meaning, words that sound pleasant, words that encourage their imagination. It is easier for them to learn nouns than abstract words. Individual differences in the speed of learning reading depend on the previous knowledge that a child has when comes to school. Seriously lagging is considered when the child lags 2 years or more of their peers. Therefore, the diagnosis of specific developmental dyslexia is not established before the end of 2nd grade.

Reading affects the shape, size, color, thickness and contrast of characters and the number of elements and their relationship in the word. Of great importance is the spatial position of the word in relation to other words and background. When printing text, we should take into account the fact that the cuts of the grammatical phrases cause more problems in reading than the cuts of the notions. And the word "and" at the beginning of a line causes more difficulties than when is at the bottom of the line.

The girls overcome the reading process for about 4 months less training than boys. Bojanin explains this phenomenon like a better differentiation of kinetic activities in girls, which significantly affects the differentiation of gnostic function of the skin, which are the basis for the development of symbolization which means symbolization of equal lexical skills.

Conclusion

Although it seems logical for the child that should first master the techniques of reading and then is able to understand the meaning of what they read, the process of understanding is going along with the technique of reading, and it is possible that is happening before the second one. The child will not be able neither to understand nor to adopt the techniques of reading from early childhood if not developed requirements for understanding the text itself. They prerequisites are: understanding of words and sentences, understanding the content of the story, understanding the transmission of speech in written words, understanding the meaning of a written message transmitted. All these forms of understanding are taught from early childhood before school, before meeting with letters, sounds and their mutual transformation. The development phase of understanding includes speech development, development of understanding the difference between speech and writing.

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