

13. mednarodna konferenca

EDUvision 2023

**»Novi izzivi današnjega časa – priložnosti za vključevanje
inovativnih rešitev v izobraževanje 21. stoletja«**



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PREDGOVOR

“Kar lahko otrok danes naredi s pomočjo, bo jutri zmogel sam..”

Lev S. Vygotsky

Dragi udeleženci mednarodne konference EDUvision 2023 in bralci,

predstavljamo vam zbornik prispevkov, ki ga je obogatila predanost izkušenih učiteljev ter raziskovalcev z vsega sveta. Skozi te prispevke boste prebrali, kako so se soočali z izzivi in izpopolnjevali svoje veščine poučevanja ter raziskovali njihov ključni vpliv na uspeh pri svojem delu. Čustvena inteligenca nam omogoča, da razumemo ne le lastna čustva, temveč tudi čustva drugih, kar pripomore k boljšim medosebnim odnosom in uspešnemu vodenju. Komunikacija je orodje, ki nam omogoča, da učinkovito izmenjujemo informacije in ideje ter skupaj oblikujemo boljše rešitve. Sodelovanje v timu je ključ do dosežkov, saj združevanje različnih perspektiv omogoča doseganje skupnih ciljev.

Prispevki, ki jih boste prebrali, ponujajo praktične primere in učinkovite rešitve za poučevanje in vrednotenje znanja. Ti prispevki odražajo tudi pomen vključevanja mehkih veščin v izobraževalne procese, saj se zavedamo, da so to ključne spretnosti, ki jih potrebujejo študentje in učenci za uspešno prihodnost.

Sodelovanje učiteljev, njihova vnema in raziskovalni duh bogatijo izobraževalno skupnost ter razširjajo obzorja, kako poučevati in pripravljati nove generacije na izzive prihodnosti. Poučevanje ni zgolj prenos znanja, temveč tudi oblikovanje karakterja in razvoj veščin, ki bodo posameznikom omogočile, da se prilagajajo in uspevajo v nenehnem spreminjajočem se svetu.

Zato ne pozabimo, da je kvaliteta izobraževalnega sistema v veliki meri odvisna od nas samih. Vsak prispevek, vsako izkušnjo in vsako spoznanje, ki ga delimo na tej konferenci, prispeva k obogatitvi našega izobraževalnega okolja in posledično k izboljšanju družbe in sveta, v katerem živimo.

V zborniku je zbranih **149 znanstvenih in strokovnih prispevkov, 40 povzetkov predavanj ter predstaviti dveh okroglih miz** na temi: *Podpora vzgojno-izobraževalnemu sistema pri delu z nadarjenimi učenci* ter **KRITIČNO RAZMIŠLJANJE: Poučevanje učencev, kako naj razmišljajo, in ne, kaj naj razmišljajo.**

Zahvaljujemo se vam za vašo predanost, delitev izkušenj in kvalitetno delo na področju izobraževanja.

S spoštovanjem,

*Programski in organizacijski odbor
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Critical and Research Reading as Part of Reading Comprehension

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Abstract

Contemporary tendencies in teaching have implied new principles, contents, attitudes and behaviour in the teaching process. The contemporary education as an educational institution needs to create conditions in which the student is a subject in the educational process and his/her development needs to transition from peripheral or an accidental factor to a main aim of both the teacher and the student. The student needs to feel the need and be capable for a change or i.e., to feel motivated for his/her own development in a complex sense of the word. Consequently, the teaching of the Macedonian language needs to be modernized and perfected. Reading and comprehension of literary¹⁹ texts is considered as one of the most important and current problems in the Macedonian language teaching process for both teachers and students. Since the main aim of each reading is comprehension of what is read and understanding the words in the semantic system, it is clear that the development of reading comprehension as an active attempt to understand the text or i.e., it is a process of interaction between new facts and previously acquired knowledge. Reading comprehension is determined by characteristics of the reader, characteristics of the text and the context in which the reading task appears. The past experiences show that reading comprehension is successful for students that have a clear reading of words, terms and phrases, therefore if the students understand the meaning of the text, and the orientation of the contents, they also know to express their ideas and view-point.

Keywords: comprehension, critical reading, primary education, reading, research reading.

1. Reading

Reading is an analytic-synthetic procedure, a process of thought that simultaneously unites multiple phrases that lead the students to a correct acquisition of the reading techniques and the reading comprehension.

The phases include the following: noticing the letter as a graphic sign, transforming its symbolism into a graphical representation, also noticing and correct oral expression of the word's sounds, connecting the words in a sentence and reading them in a rhythm of an everyday speech and finally grasping the content. There are a few definitions for reading and they all essentially lead to the fact the reading is process of letter articulation. In USA in 1998, this definition was considered as first and it was followed by the definition that "Reading is a study and identification of words and their meaning". The reading process is also considered from the aspect of text reading and it derived the following definition "Reading is studying to acquire knowledge about a certain text and with the aim to gather knowledge from it"

In world literature there is also a definition that "reading represents a cognitive process of decoding symbols with the aim to determine their constructive meaning". Reading as a

multilayered process encourages the student to think, to love the book and to enter the literary text and to universally perceive it.

One literary work needs to be written in order to exist, but to continue existing it needs to be read. Reading represents accepting information in a written form. Nowadays, human cannot function without this activity. The habit of perfecting reading in a fast pace enables the reader to reach the needed information faster. The reading process of a text is followed by the process of learning; therefore, it also represents a study tool at schools. Herein, the aim of the teacher at the school will be to qualify the students for the needs of contemporary life through a fast, more rational and more efficient reading. In order to realize all of this, the teacher needs to apply gradual change in the reading pace from easier to more complicated texts.

An important element is the transfer of information through reading, because the reader needs to have certain knowledge on the text in presents. Also, it is needed to have a correct presentation in order for the hearer to understand the information in a correct way. It is impossible to learn reading without much and insistent repetition. In order to perfect the reading, one needs to read new texts constantly. The repetition of one single text is methodically incorrect, because the student loses motivation and starts to learn in a mechanical manner. Reading new texts for the student means understanding new situations and new content that should be motivating.

Reading is a visual activity in which the student determines the graphic signs, first slowly, but later manages to connect them in a whole union that we call a word, and then the words are related in a sentence. We live in a time of a developed visual technique (television, film, projectors, computers) that influences the children to extensively develop the capabilities for visual learning of reality. The children today do not need an effort, as was considered earlier by some methodologists, to acquire reading and writing simultaneously, because they show an interest for the written word through the media since an early childhood.

Reading in the life of the contemporary human is the most important activity. In the sea of information, people can navigate well due to written communication or reading. The written word helps humans to develop their spiritual life and makes them more educated, more specialized and modern. In the mass-communication system the written word is gradually more and more strengthened, regardless of the preference to visual communication by some. Books are printed to be read, to be able to give the reader a certain information. What does the book represent if we do not read it? Something that it is not written yet.

Books and the written word as life requisites are confirmed daily in the life of any human. The relation toward reading on a program and methodical and didactic levels is not sufficiently built. Much more attention needs to be paid on the reading process and the alphabetic period and later as well. It is especially needed to work more on the development of the reading culture on all educational levels and to develop love toward books and reading.

When the reading process starts it is essential to ask two questions:

- 1) **Why is it needed to read a literary text?**
- 2) **How to read a literary text?**

These two questions are highly complicated, but also interesting and require deep research. In lower classes at primary schools, a special attention is paid to the reading techniques which is a long and hard process so that the students acquire the capability to comprehend and experience the text.

In methodology there are many reading forms, but in this paper, we will distinguish only two and these are:

- 1) **reproductive reading,**
- 2) **comprehension reading.**

The first type is characteristic for the readers that accept all that is offered by the writer, they accept everything as is it articulated without entering themselves in the reading process. The second form of reading is characteristic for those types of readers to whom the text they are reading has a meaning or i.e., they make an effort to understand everything from the text and experience the text with much attention and emotion. The aim of a true reading of a literary work is that the reader is a collaborator and to also have the attitude of a creator, and with his/her reading fantasy to upgrade his/her reading thought. Therefore, we can say that reading consists of the recognition of letters, words and sentences in a graphic form, their voicing if it is articulated and in a form of an internal speech if it is not articulated, as well as the comprehension of the sense of what is read. All of this is important because from the speed of recognition to the articulation and the understanding of certain graphic unities (letters, words, sentences) depends the speed of reading.

2. Phases for acquisition and comprehension of reading

Although it is logical that the child first needs to acquire the technique of reading and then to understand what is read, the process of reading comprehension is parallel with reading, some believe in also can be a preceding process. The child will not be able to comprehend and acquire a text if it has not developed its comprehension abilities since early childhood. In this context belong the comprehension of words, sentences, content, the comprehension of speech transfer and comprehension of the text by deducing a moral from the text.

Speech development - it includes the comprehension of words and their relation within sentences and comprehension as a whole. The child learns to speak from the adults at the end of the first year of its life by paying attention and asking questions about all of its surroundings.

Development of text contents' comprehension – This type of development also starts in early childhood when the parents tell stories to the children. In this way, children come to a conclusion that something is happening in the story, that there are characters and that the characters have certain relations among them. Un these periods, children understand in the sense of a story with a beginning, middle and end.

Comprehension of the transfer from speech to writing – When a text is presented to a child, first it needs to determine child's capability of reading, because if the child doesn't know how to read, we need to present the text through pictures and orally by the teacher. If the child knows how to read, the teacher needs to determine the most familiar way of reading for that student so that the text is understood by the student.

Comprehension on read text in order – When a certain picture book or a text is being interpreted, it is very important to follow the reading rules. This means to read each sentence and to read from left to right every page in the book; in this way it is shown that each text has a beginning and an ending, but it needs to be read in this order and gradually so that it is understood. When a certain text is acquired, the reading techniques also need to be acquired: phase of complete text recognition, phase of initial sound division, phase of converting a letter to sound, phase of fluent reading. The phase of a complete recognition includes the student's comprehension of the correspondence between sentences and their meaning. The phase of

initial division of sounds means a formulation of words and learning new unknown words that are being explained by the teacher. The phase of transferring a letter to a sound is the most important reading phase, because the student needs to perfect the reading to a degree that he can read as he speaks. The phase of fluent reading is a phase in which the student does not divide the words but reads them as a unit and this shows both the student's reading speed and its development.

When assessing reading skills, it is important to keep in mind Bloom's taxonomy of cognitive processes as well as Guilford's views on ways of thinking. Benjamin Bloom described six levels of cognitive processes (memory, understanding, application, analysis, evaluation, creation). Bloom's taxonomy offers one way of looking at extremely complex cognitive abilities. Joy Paul Guilford established a different view of cognitive processes, describing convergent and divergent thinking. For cognitive processes involving convergent thinking, it is best to write closed-ended tasks, primarily multiple-choice tasks. These tasks imply a predictable answer, so it is most convenient to use a task form that is easy to review and whose results can be easily analyzed. Tasks that aim to activate students' divergent thinking are best tested with open-ended tasks, especially those involving extended or essay-based responses. Such responses include synthesis or evaluation.

There is an individual difference in the teaching of literature in the lower grades of primary education among students, both in the process of reading and in understanding what is read, and therefore the tasks intended for students should be differentiated. In this way, teachers would help students who are slower in their progress, but at the same time they would also encourage good readers.

The texts should gradually become more difficult as well as the difficulty of the questions related to the reading. When enough space is dedicated to the work of artists and non-artistic texts, it is a good basis for developing and improving the reading literacy of primary school students and developing the skills of learning by reading.

3. Critical reading

Critical reading needs to be present throughout all types of reading, since the students need to be thought, to practice and to form a habit of critical behaviour towards texts that are interpreted at the school, as well as in the extra-curricular activities. This type of reading means that the student notices and comments the text contents, text parts and wholes by him/herself. The critical reading as well as the creative reading plays a large role in the process of teaching the student to research. Radivoj Kвашchev points out that student's critical reading includes the following elements:

- a) finding the most relevant ideas in relation to the text;
- b) discovering and formulating the most important problems in the text;
- c) examination of the formulated problem is base or research or a suggestion;
- d) determining if all the emphasized information is adequate in relation to the formulated problem, differentiation fact from a suggestion, selection, evaluation and application of the information in relation to the problem;
- e) confirmation on what the text claims and checking the conclusion;
- f) releasement from the influence of others and creating your own opinion on the read text;

g) further individual work after critical thinking about the text;

The teacher needs to help the student to surpass the above-mentioned phases and to evade suggestive help that is offered by the teacher with the aim to help create a faster and good interpretation. Critical reading means teaching the student to think critically while reading, to question author's or character's claims, to grasp the essence, to form personal opinions and collide them with the author's opinions, and to develop the critical relation to the text with one word.

4. Research-reading

This reading needs to be practiced in primary schools. For this type of reading, it is especially recommended to use lyrical songs or short texts. Before reading, the teacher gives the students certain research activities that have the aim to strengthen their rational direction, critic and research curiosity towards the text. These research tasks direct the student's attention to the most important values of the writing and represent a challenge to seek the text's meaning, message or physical and psychological characteristics of the characters depending on the research task. The students need to be advised to keep notes on a piece of paper, in their notebooks or within the text itself; these notes will later serve them in the interpretation of the reading.

Research-reading represents an individual task in which the students experience the written work most productively by silent reading and solving research tasks. It is claimed that this type of reading needs to start at third grade. It is also applied as a form of home-work before or after the analysis of the literary text. Research reading is creative and productive. It initially refers to all works from native authors or i.e., those texts that students read at home and value and experience individually. Separate texts with rich and complicated structure in third and fourth grade are read at home as well and they are prepared by the students for the analysis lesson through previously given tasks. This reading is also applied after the analysis as a preparation form in the fields of language and communication culture or for other types of individual activities. Regardless of the type of tasks, the student needs to become familiar with reading since the early days and to be able to use a pen, to note down, to underline, to register the margins, to collaborate with the author and to find the hidden secrets of the text. Gradually and systematically, the student needs to be qualified to register his/her notes on a topic, about characters, emotions, messages, dictionaries, chosen places, vivid expressions etc. Only in this way, reading becomes an act of experience on the read material.

Research reading can decrease or increase the spontaneity during the comprehension of the text. If the research tasks are formalistic and theoretical and if the external approach toward the literary work dominates, then the external perspective and the technical search for data may disturb the act of experiencing the literary text. On the other hand, when the research motivation contains and requires the actualization of certain parts from the text, the pictures and the scenes to come alive, then it strengthens the spontaneous reception and encourages a formation domain. In this case, the research reading contains stronger characteristics to experience the reading process.

5. Conclusion

For successful reading with understanding of different types of texts it is necessary to read a text several times. Students should be made aware that the text is read several times in order to better understand all its parts. It should also be pointed out to them that regarding a certain topic if they read several different texts, in that case they will expand their own knowledge and understanding regarding the topic. A very useful approach to reading comprehension is to activate existing knowledge about the topic they are reading about. □ It is very important for students to ask themselves what they know about the topic they are reading about, because they can connect existing knowledge and experiences with new knowledge related to that topic. If during the first reading they don't know anything about the topic they are reading about through this approach, they will remember some things that will associate and motivate them to learn, thus making the entire reading process easier. By connecting the existing experiences with the new knowledge about the subject they are studying, the learning process will be much easier for them.

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Short biography

Prof. dr. Irena Kitanova was born in Štip. She finished primary and secondary school - gymnasium - in her home town. In 2000, she enrolled at the Faculty of Educational Sciences, "Goce Delchev" University of Shtip. From the first year she focused on practical teaching and was consequently involved in the project "Critical thinking through reading and writing". In the year 2002/2003, she graduated from the Department of Primary Education as a Generation Student, thus obtaining the title of a graduate class teacher. In 2009, she defended her Master's thesis at the Faculty of Education of Bitola on "A complex procedure for letter acquisition in initial reading and writing and its improvement", obtaining the title of Master of Pedagogy in the field of Methodology. In 2015, she defended her doctoral thesis on "Determinants of active listening" at the University "St. Kliment Ohridski", Faculty of Education in Bitola. Currently she is working as a professor at the Faculty of Educational Sciences at the "Goce Delchev" University, Shtip, on courses in the field of teacher education and methodology of the first and second cycle of studies.