



Erasmus+

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"Effective strategies in reading education of students"

Pedagogical and psychological aspects of reading

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Literacy and perception



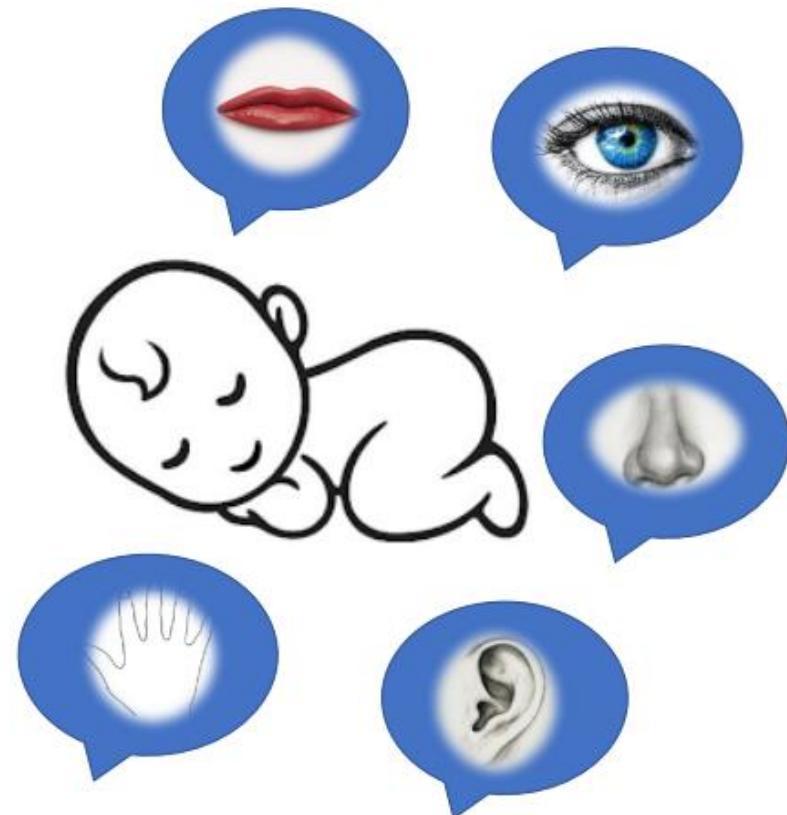
What is written on the shirt?

Development of reading skills

- The child begins to learn immediately after birth.
- In the first years of life, the learning process is very fast and the child has a strong desire to learn.
- When the child starts reading at the age of 6, he has already accumulated a lot of information, probably more than he would be able to learn for the rest of his life.
- To learn and get to know the world around you, 5 senses are used in learning:

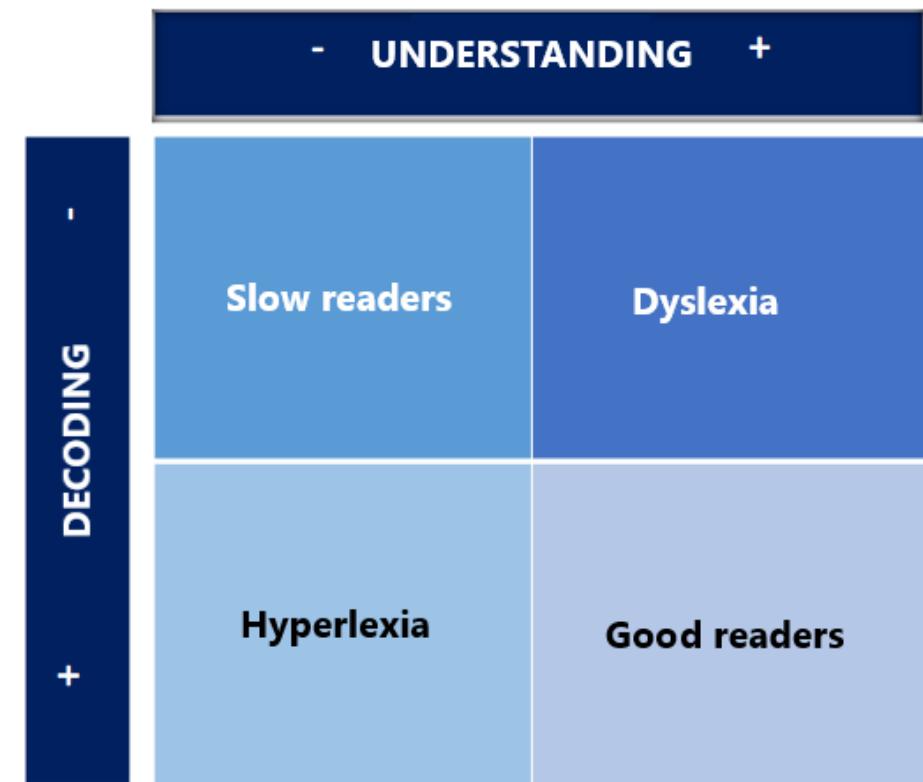
**sight, hearing, touch, smell,
taste**

At first a person learns to read, then he reads all his life to learn



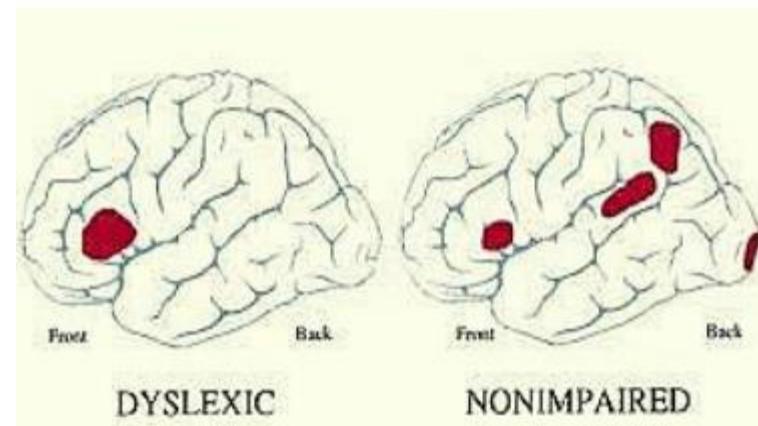
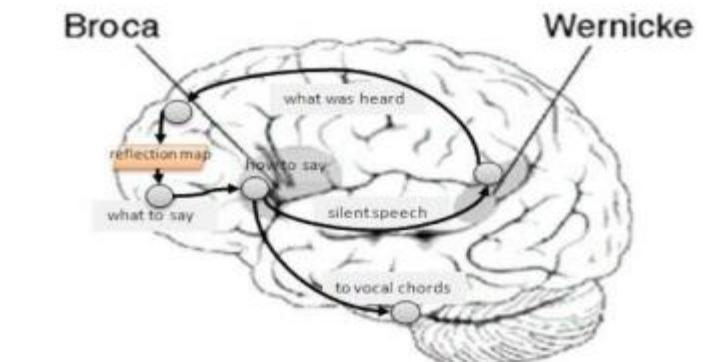
Why is literacy important?

- Reading is not a natural ability.
- Reading is encoding symbols.
- If the child succeeds in reading, then he also develops writing and speaking.
- If reading skills are insufficient, other subjects that are closely related to reading or learning disabilities do not progress.
- Children with visual impairments usually do not go beyond the first grade because they cannot learn to read or write.
- Literacy exercises are especially important in primary school.



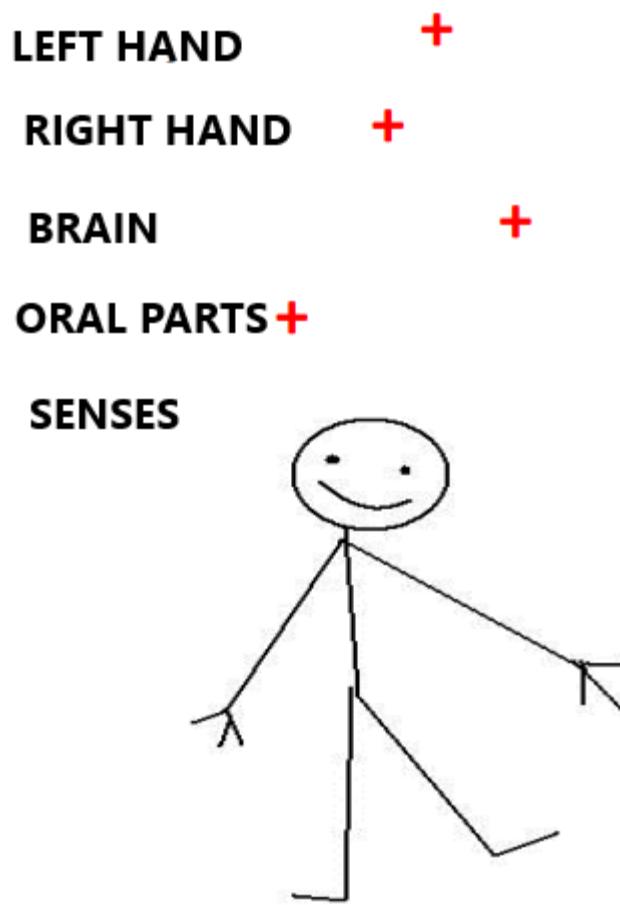
How is literacy developed?

- There are specialized areas of the brain for speech acquisition, but not for reading.
- Several neural systems are involved in reading.
- Visual processing begins when the eyes see the printed letter.
- The visual signal travels to the brain in the visual field.
- The word signal is decoded in another part of the brain (angular gyrus).
- It activates subsequent areas of the brain, which are also responsible for hearing and play what is read in the brain as sound.
- Brain Broca and Wernike fields are looking for information onward in their “dictionaries”.
- The forehead lobe integrates all the information to offer the meaning of the word.
- The process runs in parallel (many sounds) and in all directions at the same time.
- Difficulties in any part of this system can interfere with the perception of a word and its meaning.



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Speech is



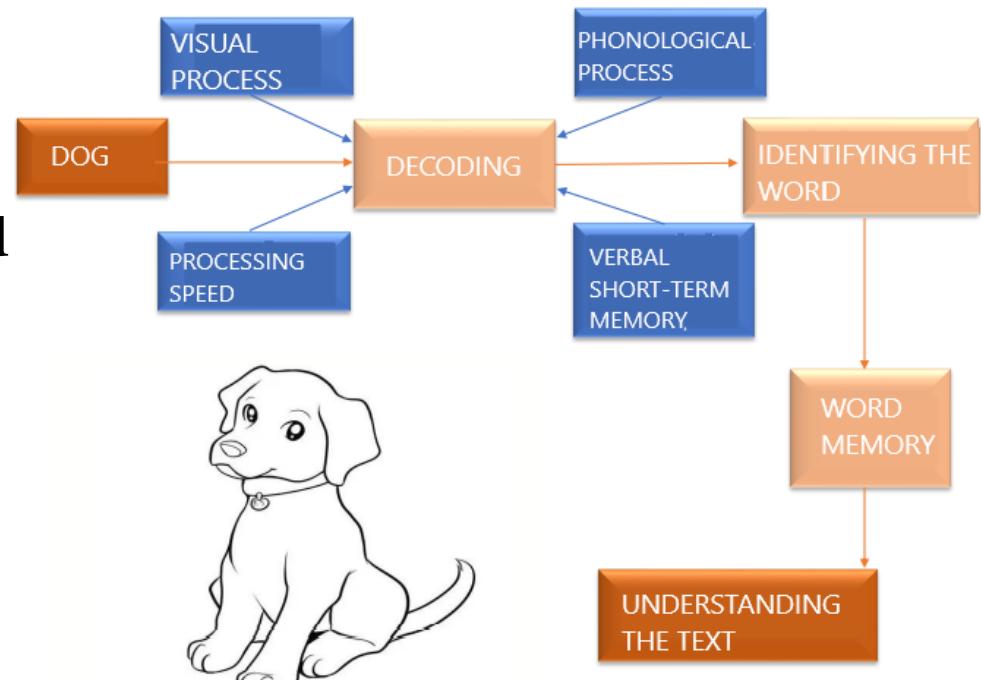
- It must be remembered that the elements of support and posture also continue this language system. It is not just oral speech, but writing and reading.
- If the disorders are in the gray matter of the brain - **phonemic perception**, but the child's mental abilities are very high, then it is often not observed how difficult the child learns text analysis and synthesis.
- Children usually try to memorize the letter and the word "look", but as the amount of knowledge increases, it is not possible to memorize everything.

Often the situation is not understood by teachers, children or their parents.

Why can't a child with very high intelligence read fluently?

Reading process and comprehension of the text

- To help your child, it is important to understand reading and physiology, as well as to help you learn speed reading techniques.
- Various methods need to be used to develop reading skills and improve reading techniques.
- The aim is to promote the development of reading techniques and literacy.



Stages of literacy development

Pre - reading stage

-) Environment, close people, attitude towards reading.
-) Development of different skills - letter recognition, syllable fusion, phonemic perception, visual memory, etc.

Acquisition of reading skills

-) Must master the reading process, which are complex sensory thinking skills (~ up to 4th grade)

Improving reading skills

-) it is lifelong, learns new reading strategies,foreign languages, etc.

Opinions on literacy

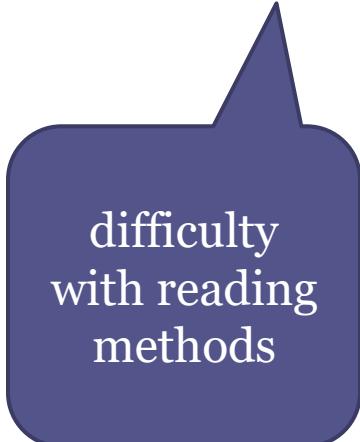
Views on the impact of modern technology on literacy development:

- Technologies hinder the development of literacy (Malahova, et al., 2014; Stikute, 2011; Tūbele, 2011),
- Technology is a means to diversify methods and stimulate interest in written text (Juškaite, 2008).
- The child's willingness to participate may decrease due to technology (Rubene, 2011).
- Over-use of technology up to 12 years of age robs a child of time that could be used for active activity, thus fostering brain development, including imagination, developing collaboration skills with peers in real time and space (Harfs, Kampe, 2011).
- There is also evidence of genetic predisposition and a number of other factors that influence reading acquisition and the origin of dyslexia - environment, cultural context, teaching methods, etc.

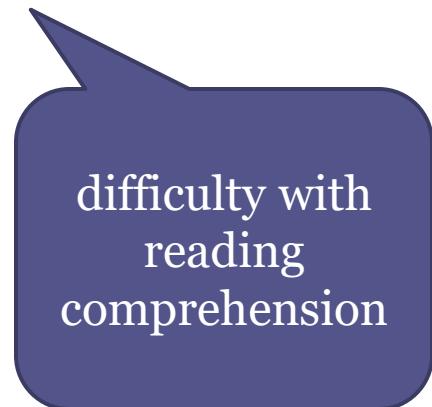
Problems

- Worldwide, ~ 10 million children have difficulty learning to read, regardless of the language they speak or the alphabet they use.
- With appropriate treatment at an early age, most of them can overcome difficulties.

Problems with reading can be divided into:



difficulty
with reading
methods



difficulty with
reading
comprehension

Literacy from a pedagogical and psychological point of view

Pedagogical

- Teach to read.
- Read fluently. -> make them read and understand.
- Use different methods in the learning process: Improve reading and text comprehension.

Psychological

- Evaluate why is the child not reading?
- What are the possible causes?
- What are the resources?
- Find alternative help -> speech therapist / audiologist, special pedagogue, neurologist, support measures, IIP
- What methods to use?

Cooperation scheme for the provision of support measures.

Learning difficulties for students

- The teacher sees difficulties
- The teacher informs the psychologist or speech therapist about the need for research
- The teacher motivates parents to see a psychologist or speech therapist

Psychological research

- The parent turns to a psychologist (permission to work with the child) or a speech therapist.
- A psychologist or speech therapist performs the research
- The psychologist or speech therapist provides advice to parents, the teacher and, if necessary, the social educator.
- The teacher is interested in the suggestions and uses them.

Support measures

- The psychologist or speech therapist informs the class teachers and the administration which children need SM.
- Class teachers inform subject teachers, coordinate cooperation
- The teacher monitors the provision of the SM.
- Pupil dynamics are assessed at least twice a year.

A child with reading difficulties

Teacher:

- ✓ clear the cause of the difficulties - the child may have speech problems (late speech development, problems with pronunciation, speech structure, etc.), it could be due to bilingualism or dyslexia;
- ✓ try to accept the student's weaknesses and work with his / her strengths, adapting the teaching style to the student's learning wishes;
- ✓ provide targeted guidance to develop / improve all the skills / abilities needed to develop good reading skills;
- ✓ work in close collaboration with professionals (who can work with the child outside the classroom / school) and parents.

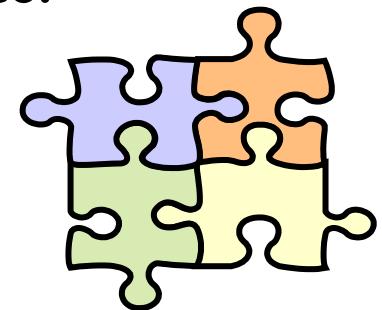
Improving reading skills

- If a student reads in a foreign language regularly, his / her language will improve by leaps and bounds in 2-3 years.
- Reading can develop all foreign language skills: reading, listening, speaking, writing, vocabulary, grammar skills.
- The basis for reading is comprehensible text and the possibility for the student to choose the text himself.
- In order for the student to read well and with understanding, he / she must read the words without long pauses.
- Reading should not be traumatic.
- Its supporting words: comfort, choice, enthusiasm.
- Reading should be fun, not a test.



How to motivate to read?

- It is important to involve parents in the reading process.
- Children read reading books (fairy tales, stories, poems) from an early age.
- Discuss what you've read.
- Tell about the most interesting events in the text.
- Get into the image of a book, make costumes, etc.
- Bookmark production.
- Creating illustrations.
- Improvisation theater.
- Creating commercials
- Making of an adventure "passport" , where the teacher writes some praise (stamp / sticker for successful work, etc.), which parents can sign.



Exercises for dynamic breaks

Counters - increase the tempo each time you repeat a count:

- Ritas rati ripo raiti.
- Klāras kaklā kustās krelles.
- Zemē zēla zaļgana zīle.
- Mazi minkas maigi murrā migā.
- Simts sīku siseņu sisina sausos salmos.

Exercises for dynamic breaks



- Motor exercises - increase the pace each time you repeat the exercise (tasks 3-5)
 - Cross your arms and massage your ears (15 sec.).
 - Yawn vigorously - open your mouth as wide as you can (15 sec.).
 - Round your thumbs - first with your right hand, then with your left, then both thumbs at the same time.
 - Place the palm of the left hand on the forehead, the palm of the right hand on the abdomen - round each hand in the opposite direction, then change positions.
 - Walk on the spot - tap the left knee with your right hand and the right knee with your left hand alternately.

THANK YOU

