

Reading strategies in pedagogic reality

Dana Vicherková¹

Štefan Chudý²

¹ Palacky University Olomouc, Faculty of Education, Institute of education and social sciences, Žižkovo nám. 5, 771 40 Olomouc, Czech Republic; dana.vicherkova@seznam.cz

² Palacky University Olomouc, Faculty of Education, Institute of education and social sciences, Žižkovo nám. 5, 771 40 Olomouc, Czech Republic; stefan.chudy@upol.cz

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Abstract This paper describes the selected planned educational activities in the field of education by encouraging the development of reading literacy skills and reading strategies. This mainly concerns the activities proposed to implement e.g. within the framework of the regional action plan project in the Moravian-Silesian Region (2016 - 2019), but also about other important educational readership, targeted towards current activity as examples of good practice.

Key words functional literacy, reading literacy, reading strategies, action planned reading activities

1. INTRODUCTION

Reading and writing are integral parts of the education of readers, together forming one of the most important components of literacy activities of preschool age, pupils attending primary and secondary schools, undergraduates, and the adult public. No record of knowledge and information is possible without knowledge of letters. Literacy is a prerequisite for both general and specific training required for any individual in society. One of the priorities of educational policy in the Czech Republic, which is also a reality of the Moravian-Silesian region, is to create the best possible conditions for the development of reading skills, strategies, i.e. the art of reading texts, understanding, navigating in the text identity, e.g. searching, processing, comparing various information, reproducing and interpreting data, knowledge, experience. Support for conceptually sophisticated reading of educational activities can develop specific reading strategies in teaching and the reality of its spilling over into everyday life, regardless of age differentiation of the population of a given region.

1.1 Readership support priorities

In the Czech Republic, especially in the Moravian-Silesian Region, the development of literacy is supported across all educational levels. The reasons for this literacy initiative are certainly morefold. It is obvious that the results of an international survey of reading literacy (PISA 2009) [2] in the Moravian-Silesian region were very alarming (fifteen year old students achieved, in comparison with

their peers from the entire country in this investigation, the worst results). Understanding the need to support the development of functional literacy with an appeal for the improvement of literacy across all age groups of preschool children, school age - for pupils in primary and secondary schools, leads to clear educational goals. This is the perception of reader education not only as a lifelong process, but also as a lifelong need. The key readership strategies that lead to understanding written information include: information retrieval, information processing, and the evaluation of information. The planned educational priorities in the Moravian-Silesian region in the period 2016-2019 include improving literacy, promoting literacy through education, supporting the education of teachers in the problems of teaching literacy skills, creating conditions for personal and material consultations for pupils with special needs in reading literacy. Motivation and interest of schools for co-operation in promoting the development of education towards reading has good foundations, not only with the regional representatives. It concerns which of the chosen literacy support reading activities do not remain only in the preparatory phase, but are shifted to realization for individual school and extracurricular subjects.

1.2 Understanding literacy concepts and terminology

Basic knowledge and understanding of key concepts in educating readers are an important springboard for innovative educational reader literacy through teaching activities. It is an important stimulus to support the thinking activities of a person equipped with functional literacy, reading literacy, and a sufficient database of reading strategies.

Functional literacy

This is human skills for the implementation of various activities necessary for life in contemporary civilization. It includes literary, documentary, and numerical literacy e.g. the ability not only to read, but also to understand complex texts, fill in forms, understand graphs, tables, etc. (Průcha, 2009). [1]

Reading literacy

Complex knowledge and skills that will enable a person to deal with written texts that are commonly encountered in everyday life (Průcha, 2009). [1]

According Klumparová (2009) [3], we can see reading strategies as self-directed activities of the reader, i.e. metacognitive, affective, and volitional strategies. Thanks to self-realisation strategies, we can control and direct our own cognitive activities. Conditional self-control deals with affective strategies. The will can be influenced by intentional and intuitive control and management of learning activities.

2. EXAMPLES OF GOOD PRACTISE

Improve literacy in education at different types of schools, especially in the transition from primary to secondary schools, can be performed in the Moravian-Silesian Region through lectures, consulting and presentation activities on professional topics, making available professional literature for reading education comprehension (e.g. Familiarization with current outputs of Czech and international reading literacy studies and research). From organizational forums that support reader education, literacy and creative workshops, examples of good practice, critical thinking workshops for teachers and students, meetings with authors, and readings all prove effective. Properly selected readership activities can prevent communication and readership pitfalls in practice. The Moravian-Silesian region is a region with high unemployment, an industrial zone of the Czech Republic with support and interest in the processes of self-education and retraining. Among the most successful forms of supporting an increase in literacy skills are reader-oriented contests and projects of educational and non-educational institutions. e.g. Poetry Day - Festival (parade) of reader-focused activities, creative activities, exhibitions and competitions for elementary and secondary schools in co-operation with the school and the municipal library in Ostrava, co-operation with the Ostrava literary café Academia. An artistically oriented media show, organized by the Secondary Technical School in Ostrava - Vítkovice, has traditionally been, for more than a dozen years, held under the auspices of the national poetry festival to commemorate the birth of the Czech poet, K. H. Macha. This year (2016), the central theme of the event is the well-known motto "No man is an island unto himself."

3. WORKING WITH TEXTS PROMOTES READING

The new concept of the "Maturita" state graduation exam in the Czech language and in literature, especially in sections of the oral test, leads students to critical thinking, analysis of extracts of artistic and non-artistic text is based on the theoretical and practical knowledge (skill) of the pupil reader's critical approach to a literary text and the author's context. Working with linguistic and figurative means, stylistic practices across functional styles create a skill for the general understanding of a text, understanding its ideas, and applying the read information into everyday life. Successful reading experience points to the need to read regularly continuous and discontinuous texts, as well as artistic and non-artistic texts. In June 2016, in the Moravian-Silesian Region, survey-based research took place on the reading strategies of fifteen year old students, researching the level of the target group of students at the end of the period of basic education. The research was conducted by an expert team of teachers and students of Palacký University in Olomouc at the Faculty of Pedagogy. The questionnaire survey was attended by 1,199 respondents. The questionnaire did not check the knowledge of the students, but led the student to reflect on their level of skill in reading and understanding the information being read. The outputs of the research will bring e.g. data on which reading strategies students use in reading, which kinds of texts and information sources are popular, what is the position of reading patterns, and so on. Among the most interesting findings, we selected students'

answers in order to define the understanding of the concepts of "reading strategies" and "what books mean to me".

The problem of the definition of "reading strategies from the perspective of selected students":

Pupil A: "Reader strategy is to read the text to have as much information as possible."

Pupil B: "Reader strategy is careful reading, so we can memorize as much of the text as possible."

Pupil C: "Reading strategy is reading with comprehension. Here we know how a person can work with the text."

Pupil D: "Reading strategy is the style that someone reads."

The problem is with pupil meditative reflection on the meaning of the concept of "books":

Pupil A: "A book is a friend, because I know the people, the book is a guide, it shows a new fact, the book is knowledge, because I learn things I did not know, the book is the way, because it shows me something new."

Pupil B: "A book is a friend, because I can read when nobody else has time, the book is an escape from the real world into a fantasy world, the book is the way, e.g. from the present to the past."

Pupil C: "The book is entertainment culture, the book is a fun experience, the book is finding answers, the book is a mirror of the author, the book is an escape for the main attraction in a text."

With effective school work with texts, there is a marked change of the roles of teachers (as educator, tutor, facilitator, co-author, assessor, reader) and their necessary historical and regional updates in the field of further education and reading experience.

4. THE FOUNDATION OF READERSHIP COMES FROM THE FAMILY

Parents have, and can develop, a positive relationship between the child and books. The Moravian-Silesian Region supports the education of parents in reading e.g. the activities of cultural institutions, particularly libraries, reading clubs, reading and creative circles, reading theatrical trailers, e.g. by organizing a theatre pilgrimage in Ostrava, directed by the Moravian-Silesian Theatre, etc. Children can be brought to reading, as well as students and adults, through public education by film viewers (from simple animated film adaptations of literary works, to film documentaries about the authors, which we can see in activities of the Luna Cinema, and the Film Viewer Club, etc.). Libraries have become a place of intergenerational learning by organizing intergenerational reading. Even the commercial area in the Moravian-Silesian region is not set aside from interest in the education of readership, e.g. Dům knihy (the House of Books) in the city centre has become a cultural meeting place of authors and readers. Readers interested in personally meeting living literary authors is high. Among successful current readings with authors, we can name the writers: V. Vondruška, V. Klaus jr., K.A. Samková, M. Čepelka, T. Sedláček, J. Kolbaba, I. Pekárková, Žantovský, B. Kohoutová, J. Dušek, and others. In cultural institutions and schools in northern Moravia, national and international reader motivated projects have been successfully implemented. e.g. "The Czech Republic reads to children" (in Ostrava in March 2016, O. Ruml read the books "Berta a Ufo" / "Berta and the UFO" and "Tappiho putování po šumících mořích"/"Tappi's wanderings on the murmuring sea).

5. CONCLUSION

This article discusses the need to promote reading activities through developing reading strategies, education towards reading. The text

emphasizes the interconnection of co-operation between national and regional education policy in terms of developing the curriculum in relation to lifelong learning. Examples of good reading practice show interest of the teaching and non-teaching public in the Moravian-Silesian region of the currently implemented and planned reader-conceived literacy initiatives across all age groups in school and extracurricular (cultural) institutions. The Moravian-Silesian region is under growing pressure to increase pro-learning culture that is the basis for the learning-society and its shared bidirectional model of intergenerational learning and monitoring the changing roles of the teacher and pupil in the local and international context.

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