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**A new pedagogical technology for freedom in the early language and literacy acquisition by young children in the modern information society**

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Literacy as acquisition of written speech in its two basic forms– reading and writing, is the main condition for development and improving of man during his education in all his life.

Without literacy there would not be any science especially modern science. Without literacy we could not imagine the contemporary free personality and the national self – consciousness of all one people. In agreement with the history of anthropology reading together with learning how to walk and beginning to speak are considered as revolutionary with their effects of discoveries and inventions of man, which became his attributes, separating him from the reign of animals, as the first master of the world. May be in the future other new skills and activities (for example computer programming) will become characteristics of mankind. There are still debates about them but gradually they will surely find their way in the universal practice. But for now reading as one of the multitude of the common human activity remains the greatest invention of the mankind which in its nature and meaning is equal to learning how to walk and speak. 23 centuries ago Plato underlined the relation between literacy and education. Is it so because “the book which objectifies the memory and materializes it in its essence makes it unlimited and gives everybody the uttered during the centuries” (Hose Ortega). But existing of books only is not enough for the revival of what is written in them. It is necessary what is written to be read and given a meaning from other people, who have to reproduce in their personalities the situation which caused those thoughts in the book. For this aim the man has to be literate. What is the condition of literacy in

present days. The facts announced are rather disturbing. UNESCO proclaimed the year 1990 for the International year of learning to read and write. Findings are that in present informative century one fourth of the people in the world are illiterate. So that UNESCO appealed to every person and organization that have special attitude to this problem. In this appeal a special attention is paid to pre-school teachers and kindergartens which have to enforce and improve their work in the preparing children for learning how to read and write. They have to from an interest to reading and books.

Today many scholars, among which is the leader of German “Fund the reading” K. Ring (1999), warn about the dangers, which the information avalanche hides, created by the modern powerful means for mass information and communication related with the possible coming of “a secondary illiteracy” of worldwide importance. The only solution is the appealing for more reading and for forming an interest to reading in its classical meaning because reading in present days is not only more necessary than before but it receives the meaning of a national task in so far as without it the ability for education now and in future has no meaning at all.

All this gives proof of necessity to work out a new pedagogical technology for children’s early mastering of literacy in pre-school age, when they are exclusively sensible to forms of language. This conception is not brand-new and original – in many parts of the world today people have tested its fruit. And there are elements of this seemingly “revolutionary” concept in the works of J. A. Komenski, J. H. Pestaloci, J. Piaje, L. C. Vigotski and others. The aim of this conception is to defend the right of the young child to a free choice concerning the reading, as well as the right of the teachers and parents to a free choice of pedagogical technologies so that they can answer more adequately the children’s preferences for the elements of the language and literacy and to be able to organize the social and cultural agents in the nursery school and in the family in such a way wich can create the most favorable aim stimulating

environment possible. How does one contemporary modern system for early teaching in reading have to be constructed? The main here has to be principle for co-operation of the natural development of the child. It is well-known that in the first years of its life the child develops or more precisely strives for development quite intensively. Moreover there is no need to force him to do something in order to begin his early studying in reading, too. From the teachers and parents it is required only to know and well understand his development, as to make it easier as when creating the conditions which correspond to the needs of the child. That is the program minimum of every parent and teacher.

The concept for the differential early teaching in reading is on the base of the regular relationship between the mastering of oral and written speech and admittance of the spontaneous character of the primary learning of reading which is very common with the primary learning of speaking. The main point of this concept are the tricks of the game and the motivated willingness of the child to deal with the elements of the language and literacy. A theoretical basis of the new pedagogic technology is the fundamental idea of the double facilitating of reading firstly by the socially worked out and fixed systems of sings and secondly, by the other people. So this is the way we build the elaborate semiotical structure of the relationship “child – text – world – adult”.

A pedagogical technology for freedom in the early acquisition of the language and literacy, worked out on such theoretical basis, may be realized successfully only if reading is under control of the child. He must have the possibility to choose by its own will what to read and the degree of difficulty of the text. For this purpose it is necessary there to be provided various texts with different degrees of difficulty. In our country specially created for this purpose is the series of books “With letters and pictures” (F. Daskalova 1996-2001).

It is normal that the explorers are not unanimous in their opinion of the method of early teaching in reading. But yet the educational instances and theorists by their own responsibility must provide to practitioners the common

directions of this teaching, as well as their right to choose one or more approaches concerning the development of the children or their own concept. But we should not stay at the stage of theoretical debates about the methods of teaching and to be slaves of the term “readiness”. Because if the learning to speak is the biggest intellectual achievement of the child during the first two years of his life, so the learning of reading is no an less intellectual achievement during the next years of the pre-school period. That is why the earlier the child masters the language and literacy the more successful his development now and in the future will be.