



CHARACTERIZATION OF THE READING TECHNIQUE IN PUPILS IN THE NORM AND WITH CEREBRAL DYSFUNCTION CHILDREN FROM I TO IV GRADE

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ABSTRACT

Disturbances in learning are a problem which is more and more encountered in practice. Regardless the variety in the terminology (disgraphia, dislexy, dislexy of development, teaching difficulties etc.), they are a complex state, which, in case of lack of timely and adequate therapeutic influence, exercises negative consequences during the whole life. The aim of the research is to follow the specific features in the reading technique in pupils with cerebral dysfunction children from I, II and III grades in dynamics of their education until the finishing of IV grade. This article examines frequently encountered mistakes when reading. The timely finding of these selfsame on its turn can help in the education of such pupils.

Key words: reading, development, teaching difficulties, encountered mistakes

INTRODUCTION

Difficulties in the mastering of reading habits are a considerable obstacle for the learning of the school subjects in the initial process of education (1, 2, 3, 4, 5, 6, 7). According to the authors, at each stage in the mastering of reading these difficulties show in a series of specific mistakes and with the complication of the school program these selfsame increase. Many of them disappear in the automation of the various skills, but others acquire more and more durable character.

The assessments regarding the frequency of distribution of the specific disturbances in reading world-wide vary from 3 to 25 % (8, 3, 9, 10).

Among the pupils experiencing difficulties in education, great part hold the children with delays in the psychic development (cerebral dysfunction children) (11 12 6, 13).

MATERIALS AND METHODS

The research comprises the period of the

school years 2004-2005; 2005-2006; 2006-2007; 2007-2008 and includes totally 138 pupils in the general education schools of Bulgarian, Turkish, Gypsy and Pomak ethnic origin.

The research was held in the end of each school year. For the assessment of the reading technique, depending on the respective class of education, three texts were selected: poem, known text and unknown text.

The reading technique was assessed as per the following criteria (14):

- reading of whole words, intoned, with no mistakes, in moderate speed;
- reading of whole words, with rare mistakes, intoned, words with difficult syllabic structure or rare unknown words are read syllable by syllable;
- reading by syllables, monotonically, too slowly or hastily, with mistakes.

RESULTS AND CONCLUSIONS

1. Pupils with cerebral dysfunction children of first grade (school year 2004-2005) followed up to the finishing of fourth grade (school year 2007-2008)

In the beginning of the research (school year 2004-2005) all first grade pupils with cerebral

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dysfunction children read syllable by syllable (**Table 1**). They make many mistakes: superficial knowledge of the letters, letter-by-letter pronunciation of syllables and words. Similar mistakes are established by other authors (15, 16) They read syllable by syllable, mostly open syllables. In closed syllables they

separate the last letter in an independent syllable. They aspire to read co fluently some easy words. Some mistakes such as exchange and displacement of letters, oversight of letters and syllables, mistakes in the accent, guess reading, monotony and non-expressiveness are often encountered.

Table 1. Average values in percents for reading technique of pupils with cerebral disfunction children of first grade (school year 2004-2005) until the finishing of IV grade (school year 2007-2008)

School year, grade	№	READING TECHNIQUE								
		Reading of whole words with no mistakes			Reading of whole words with rare mistakes			Reading syllable by syllable		
		Poem	Known text	Unknown text	Poem	Known text	Unknown text	Poem	Known text	Unknown Text
2004-2005 I	5							100	100	100
2005-2006 II	5							100	100	100
2006-2007 III	5				60	60	60	40	40	40
2007-2008 IV	5				60	60	60	40	40	40

It was found that after one year of education in the mass school, the first grade pupils with CDC have not mastered the necessary habits and skills for reading and therefore they need specialized assistance.

The next school year, already as second grade pupils, again all of them read syllable by syllable (**Table 1**). Some of them try to read the most of the words co fluently. The interchanging of letters is missing, but a new phenomenon is noticeable – in order to avoid the wrong pronunciation, more often then before, they make long pauses when choosing the sound of the respective letter or fall on re-reading of the part of the word, preceding the letter which encumbers them. The mistakes of the guess reading become more and more frequent, in comparison with their classmates within the norm. The expressiveness of reading is slightly improved, they still continue to read without punctuation intonation.

During the school year 2006 – 2007 (already as third grade pupils) the most part (60%) read whole words with rare mistakes, but 40% still read syllable by syllable (**Table 1**). They read much more slowly a text with complicated meaning structure and unknown text.

Difficulties in the reading are analogical to these in second grade. In order to overcome the difficulties they repeat the syllables, located before the assembled consonants. Mistakes in the accent of words, the meaning of which they cannot rationalize yet, are also encountered. With the development of the reading technique, the repetition commences to prevail over the mistakes.

In the end of the primary educational course (IV grade), analogically to the previous year, 40% read syllable by syllable, while 60% - whole words with rare mistakes (**Table 1**). Better results show these who have regularly visited the correction consulting offices.

2. Pupils with cerebral dysfunction children from II grade (school year 2004-2005) observed until the finishing of IV grade (2006-2007)

During the school year 2004 – 2005 the second grade pupils with cerebral dysfunction children included in the research read syllable by syllable (**Table 2**).

Table 2. Average values in percents for the reading technique of the three texts in pupils with cerebral dysfunction children from second grade (school year 2004-2005) until finishing IV grade (school year 2006-2007)

School year, Grade	№	READING TECHNIQUE								
		Reading of whole words with no mistakes			Reading of whole words with rare mistakes			Reading syllable by syllable		
		Poem	Known text	Unknown text	Poem	Known text	Unknown text	Poem	Known text	Unknown Text
2004-2005 II	13							100	100	100
2005-2006 III	13				7,70	30,80	7,70	92,30	69,20	92,30
2006-2007 IV	13				84,60	84,60	84,60	15,40	15,40	15,40

Remark: 5 of the pupils cannot read in the beginning of the research (school year 2004-2005)

The following mistakes are mainly made: difficultly differentiation of the graphemes having separate similar elements (б-д, а-о), mixing of (ю-я) or missing letters, adding syllables or separate sounds when reading words, which leads to contortion of these selfsame. The guess reading is also often encountered. The number of mistakes increases in words with complicated syllabic structure and with assembled consonants.

During the next school year (as third grade pupils) the most are still at the stage of fluent syllabic reading – 84,6%, but a transition to reading of whole words with rare mistakes (15,4%) is observed, better expressed when reading a known text.

The fault in the reading of these pupils is the monotony and the lack of punctuation intonation.

In the end of the primary course of education (fourth grade) the bigger part (84,6%) read whole words with rare mistakes, but 15,4% fall on the syllabic reading of difficult,

complicated words including syllables with assembled consonants (**Table 2**). These difficulties are expressed in repetitions and use of pauses. The cases of exchanges, omissions and interchanges of letters and syllables are separate. Again, the most frequent mistakes are observed in words with complicated syllabic structure. When reading a text with complicated meaning structure, the mistakes increase – exchanges, interchange, omissions, sometimes adding of words. The guess reading continues to be also the most characteristic features at this stage. Mistakes in reading of separate words result in disturbance in the understanding of the meaning groups in the text.

3. Pupils with cerebral dysfunction children from III grade (school year 2004-2005) observed until the finishing of IV grade (school year 2005-2006)

In the beginning of the research (2004-2005), 88,2% read syllable by syllable, while 11,8 % read whole words with rare mistakes (**Table 3**).

Table 3. Average values in percents for the reading technique of the three texts in pupils with cerebral dysfunction children from third grade (school year 2004-2005) until the finishing of IV grade (school year 2005-2006)

School year, grade	№	READING TECHNIQUE								
		Reading of whole words with no mistakes			Reading of whole words with rare mistakes			Reading syllable by syllable		
		Poem	Known text	Unknown text	Poem	Known text	Unknown text	Poem	Known text	Unknown text
2004-2005 III	18				11,80	11,80	11,80	88,20	88,20	88,20
2005-2006 IV	18				94,40	94,40	94,40	5,60	5,60	5,60

Remark: In the beginning of the research (2004-2005) 1 of the pupils cannot read.

The next school year (already as fourth grade pupils), their reading technique is considerably improved - 94,4% read whole words with rare mistakes, while only 5,6% - syllable by syllable.

The biggest difficulty they encounter is when reading the multi-complex words with accent on the first syllable and words with assembled consonants in the middle of the word.

The reasons for the difficulties, except the individual features in the running of intellectual processes and establishing of connections between perception and pronunciation, can also be due to difficulties arising in relation to the synthesizing of the words in sentences.

The retarded speed in reading of multi-complex words can be also explained with restrictions in the perception of these pupils. According to (17) the smaller number of units to be pronounced determines the bigger ease in the pronunciation. In general, the transition from lower to higher degree of mastered habits for reading happens individually and very slowly. In some pupils, the mistakes in the visual perception have been kept. This, according to С. Шевченко (6), is due not to the mixture of the letters on the grounds of visual similarity, but rather to disturbances in the attention, characteristic of the pupils with cerebral dysfunction children. With the development of the reading technique, the mistakes with the words contortion decrease, which can be connected to the accumulation of active vocabulary reserve in the pupils.

The obtained results allow making the following **conclusions**:

1. The repetitions and the meaning exchanges are characteristic of the pupils with cerebral dysfunction children;
2. They often repeat words, read by syllables and representing to them semantically incomprehensible;
3. In the majority of cases, the repetitions of syllables in the words are made with the aim of correctly intone of the sentences on the background of the accelerated speed of reading;
4. The less succeeding use the repetitions as a support for synthesis of the words in the sentences and removal of the mistakes.
5. These who regularly visit consulting offices for therapy work, considerably reduce the total number of mistakes, the most part of which they remove by themselves.

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