

Teaching writing in kindergarten – an appropriate activity?

L. I. Casangiu

Larisa Ileana Casangiu

Universitatea Ovidius, Constanta, Romania

Abstract: The article “Teaching writing in kindergarten – an appropriate activity?” aims to explain why writing activities are not useful for children under school age.

The new National Romanian Curriculum brings a lot of changes in the field of early age education, at the same time being equivocal on learning writing by preschool children.

We try to present some arguments which motivate why teaching writing in kindergarten is not an appropriate activity.

Keywords: new Curriculum, writing, pre-primary education, syllabus.

The new *National Curriculum* (elaborated in 2008) focuses on the following goals for the educational level of pre-school: *to ensure normal and full development of the child, valorizing each child’s psychological and physical potential and considering the child’s rhythm and needs as well as the fact that playing is the fundamental activity for this age group; to enrich the child’s capacity to interact with the others and with the environment; to support each child in discovering his/her identity and to develop a positive self-image; to support each child to acquire the knowledge, understanding, skills and attitudes required by the future activities in school and in general in life.*

In order to attain these goals, in the education of the language, the curriculum establishes the following educational frame objectives: *development of the oral communication, understanding and correct utilization of the oral structures; education of correct phonetic, lexical and syntactic oral communication; development of creativity and expressivity*

in oral communication; development of the skill to understand and transmit intentions, thoughts and significances through writing.

None of these objectives, stipulated in the actual *Curriculum*, refers to teaching children the technique of writing. The last objective formulated by National Council for Curriculum is ambiguous, because the Romanian “writing” means both words that are written or printed, or the way someone writes and other conventions of written language (symbols, images).

Paradoxically, as subdivisions of the Framework objectives, that state expected learning outcomes for each year of study and track progress in the acquisition of skills and knowledge from one year at another, there are eight objectives concerning writing:

- *“to recognize the existence of writing anywhere meets it*
- *to understand that the print (writing) has the meaning (significance)*
- *to recognize simple words and letters in familiar contexts*
- *to recognize letters of the alphabet and other conventions of written language*
- *to use written materials to perform a given task*
- *effective use of writing instruments, mastering the use of their basic driving skills*
- *to discover that the writing meets certain goals, social requirements and to use this discovery (e.g. recognizes and respects the symbols warning of the presence / existence of a danger or that show direction, the destination of a building / place etc.)*
- *to understand the meaning of words, letters and numbers, learning to draw them.”*

Lately was eliminated as a joint activity of kindergarten training schedule for writing and were introduced elements of written and reading language in language education activities.

We believe even that teaching the writing technique in kindergarten is not a beneficial activity for the child because of his/her physical immaturity (particularly flexor muscles of the hand), lack of appropriate tools for writing in preschool (appropriate size of the hands of children), but also the lack of propitious conditions for teaching-learning of writing in kindergarten (suitable furniture for proper development of writing). More, the attendance at kindergarten, not mandatory, would increase the chance of differences (instead to fade!), for those who would learn to write here etc.

In addition, there are lots of obstacles in writing in pre-school learning:

- preschool is overloaded, his muscles are not able to support such an effort, especially without pregraphematic training;
- preschool children are often taught to write in capital letters, making them no longer be motivated to write small letters after the hand, moreover, capitalization suggesting a high tone of the message communicated by;
- if some teachers teach children to write (exceeding their responsibilities), they would be feeling the uselessness of writing activities in first grade (of primary school), would get bored, often showing a negative attitude about the act of learning, the least to this discipline;
- learning the technique of writing only by some children would achieve a greater heterogeneity in first grade, and in case of misuse of this issue would be much harder to correct it than to learn a new content;
- teaching them to write, would have affected the children time for other activities under the program for preschool education;
- whether all children should know how to write after graduating from kindergarten, writing activities should be designed according to a special syllabus (not after the current one, which considers the child knows not to write the entry into primary school)!

Child's ability to write should not be an expectation of the teacher in school in terms of acquisitions to the coming child in school (first grade), in this respect, the partnership school - kindergarten, clarified this issue, based on scientific grounds, and those on specific conditions required for learning issue report's message.

While in kindergarten, children associate the letter to a sound and draw the outline of the letter, but without learning the correct execution of its direction. The writing of the words by children is a laborious and time-consuming activity.

Avoiding teaching writing in kindergarten (to the preschool) can be achieved successfully through partnership programs between school and kindergarten. The kindergarten is required only to create the premises to familiarize children with the cultural environment to which it belongs and trying to equalize opportunities for children to enter school.

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