CREATING AND DEVELOPING THE COMPETENCE OF READING/ LECTURING AT SMALL AGE PUPILS

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Abstract: *For secondary education, especially for the first 2 mandatory grades, the scholar year of 2013-2014 means to apply new educational plans and curriculum, approved by OMEN no.3371/12.03.2013 and by OMEN no.3418/19.03.2013. We aim to analyze the curricula for **Romanian language and communication** (for preparatory grade and for 2nd grade) **and Romanian language and literature** (for 3rd and 4th grades), in order to highlight the role of training in creating and developing the competence of reading/lecturing inside the framework personality and in cultural development of young pupils.*

Keywords: *key-competence, , reading, communication, cultural development*

1. Introduction

Creating a modern and efficient educational system in Romania of the 3rd millennium, implies first of all a positive attitude towards school and learning, coming from all educational actors.

One of the major concerns of a teacher in primary education system, at *Romanian language and communication* classes / *Romanian literature and language* is to create and develop reading competence at young pupils, wishing to help them become avid readers, capable to read texts from different domains: literature, administration, journalism, science and of course cartoon subtitles, etc.

In 2013-2014 we proposed to teachers from preparatory and 1st grades a new challenge, approved by OMEN no.3418/19/03.2013: a curriculum centred on competences. We note that curriculum is for 2nd grade, and will be available from the following scholar year. In this scholar year for 2nd, 3rd and 4th grades, teachers use actual curricula, approved by OME no.4686/05.08.2003 (curricula for 2nd grade), OMEC no.5198/01.11.2004 (curriculum for 3rd grade), OMEC no.5198/1.11.2004 (curriculum for 4th grade).

2. Creating and developing the lecture competence is an attribute of curriculum

Our study aims to analyze the actual curricula in order to highlight the way it aims to create and develop the competence of reading/lecturing inside the framework of personality and for cultural development of the young pupil.

Why do we have this aim?

Because all international statistics show a sad reality – Romania, in all three of the PIRLS tests (tests aiming to assess the 4th graders ability to read: to understand and use simple written language as society requires / and as people value) found itself in the second half of the global ranking, holing 22 place from 36 participating countries, in 2001 and place 36 from 45 participating countries in 2006 and 2011.

PIRLS – *Progress in International Reading Literacy Study* – represents a comparative study between reading performances of the participating states at the end of the primary education cycle. It one of the most ambitious evaluative approaches taken by IEA (International Association for the Evaluation of Educational Achievement) , which wants to measure and

interpret different national systems, to contribute at teaching improvement and in the same time at improve abilities reading, in the whole world.

The purpose of presenting results isn't to create a classification, but to diagnose the current state of the progress in the educational area of reading, by comparing national practices to international ones, in order to attract the attention of decision makers from the participating countries. As it can be verified, the international assessment takes place once at 5 years – representing the duration of the primary education cycle in most of the participating countries, duration which is the same now for Romania, too.

The Ministry of National Education, in partnership with the institute of Educational Sciences implements a POSDRU project – *Effective education based on fundamental decisions. Strategies for international assessment of learning outcomes* – with the help of this project, during the training sessions held for teachers in primary educations and for Romanian language / maternal language teachers, inspectors, school managers and methodologists for disciplines involved in PIRLS of the participating, they managed to sensitise the decision makers from the Romanian education system, highlighting the proposal development for improving the curricula and the exploration of different teaching strategies needed to stimulate the reading skills (we referred only to the segment that interests us in terms of our study, actually the project is more complex and offers multiple perspectives needed to connect the national educational system to the international one.

PILS tests include 6 processes of text comprehension:
- ✓ Extracting given explicit information;
- ✓ Creating direct conclusion;
- ✓ Interpreting and integrating ideas and information;
- ✓ Examination and assessment of educational contents, language and textual elements.

Ensuring basic education for all, according to social and economical requirements of a knowledge based society that requires- according to the document Mandatory Reform in Education in Romania, 2003 - the formation of the following basic competences: communication abilities; writing, reading and numeracy; digital and informational literacy; scientific and technologic culture; entrepreneurial culture; communication in different international languages wide spread; civic culture and behaviour; democratic citizenship, critical thinking; ability to adapt at new situations; team working; personal development and continuous learning. In designing the curricula for Romanian language and literature *Annex 2 Domains of Key Competences – Definitions, Knowledge, Skills and Attitudes) from Interim working document for the objectives 1.2. (Developing the skills for the knowledge society), 3.2. (Developing the spirit of enterprise), 3.3. (Improving learning ability of foreign languages).*

In *Table 1. Summary table for the training and development of the reading competence at young pupils*, we represented correspondence between specific competences in preparatory grades to the 2nd grade and specific objectives from the 2nd grade to 4th grade for creating a unitary image of the way curricula aim to develop the receptivity of different written messages, in well known communication situations and not only. At the 2nd grade we introduced specific objectives from the present curricula and specific competences of the second paradigm, offering examples for the creation of the new paradigm, centred on competences.

An precise analysis of the curriculum for Romanian language and communication for preparatory, 1st and 2nd grades, followed by the analyze of the Romanian language and literature, for 3rd and 4th grades, show that difficulties encountered by students when decoding messages, aren't necessary linked to the absence of certain specific competences or objectives, needed to form the reading ability at students. It is also true that new curricula from 2013, offers a new model of curricular design, centred on competences. As we can see in the curricula approved in 2003-2005 the focuses mostly on text interpretation, even on identifying and valorising the information in the text. In other words, working with books is taken into consideration, aiming

on one hand to respect the age specific and on the other to value the cyclic construction of curricula for developing reading competence.

Future curricula for 3rd and 4th grades should continue this vision, which can result in their implementation in teaching, in supporting reading at home and in motivating students to learn more in order to achieve better results at national and international test. More we encourage the described practices and we'll assist at national evaluations at the end of 2nd and 4th grades, justified by fundamental acquisitions (at the end of 2nd grade) and by the primary education cycle graduation (4th grade).

As for the educational contents, we observe a gradual introduction of the literary and informative texts; in the preparatory grade the accent sets on reading usual symbols; in 1st grade after learning basic writing and reading, it sets on reading short texts (with no more than 75 words), introduced step by step; in the 2nd grade we concentrate on reading literary and short informative texts (with less than 120 words) while in 3rd and 4th grades children should be able to reflect the universe of their childhood and their own values, to discover logical segments of texts, spatial and temporary elements of action, physical and moral characteristics of characters, and all this without using specific language.

3. Conclusions

Changes in curricula should lead to changes in the textbooks and on the other to rethink the resources used in the educational process. Cultural development is possible as long as all factors involved in the training process of young pupils offer real teaching opportunities, allowing lecture to be perceived as life experience. The construction of the new curriculum contribute to the developing training profile of students in primary education and to personalised teaching, ensuring a personal and general formation and development of competences in the classroom.

Table.1. Summary table for the training and development of the reading competence at young pupils

Preparatory grade	1st grade	2nd grade	3rd grade	4th grade	Curricular standards of performance
General competence 3. Reception of different written messages in known communication contexts			General objective 3. Developing the capacity to perceive written message (reading/lecture)		
		3.1 to identify the basic element of text organization on the page	3.1 to identify basic elements of literary /non-literary text organization on the page	3.1 to identify the role of illustration coming with texts	
3.1. Recognizing of common words, written with both small and capital letters.	3.1. Reading words and short phrases, written with both small and capital letters.	3.2 to draw important information from a read text — 3.1. Reading written messages	3.2 to draw main ideas from a read text	3.2 to grasp main ideas and details in a read text (literary –non-literary)	S7. Drawing main ideas in a narration
3.2. Identifying signification of images, facts, or phenomena or any common	3.2. To identify short texts presenting facts, or phenomena or	3.3 to read fluently, accurately and expressively short known	3.3 to read consciously accurately, fluent and expressive a known text	3.3 to read consciously accurately, fluent and expressive a known text	S6. To read consciously and accurate a text

Preparatory grade	1st grade	2nd grade	3rd grade	4th grade	Curricular standards of performance
General competence 3. Reception of different written messages in known communication contexts			General objective 3. Developing the capacity to perceive written message (reading/lecture)		
events	any common events	texts			
		3.2. To identify a text's message about facts, phenomena or common events			
3.3. Identifying the signification of symbols containing common urgent necessity messages	3.3. Identifying the signification of symbols containing common messages.	3.4 to read in own time a small text	3.4 to read correctly an unknown text	3.4 to read consciousness and accurately a short unknown text	
		3.3. Identifying signification of symbols in known situation			
			3.5 to recognize narrative sequences and dialogues in a text	3.5 to identify narrative and descriptive sequences and dialogues in a text	S8. Identifying narrative and descriptive sequences and dialogues in a read text
			3.6 to recognize in the texts different learned communication constructs	3.6 to recognize in the studied texts, learned communication constructs	S9. Identifying physical and moral characteristics of characters in a read text
3.4. Using their word to express visual or audio messages. Showing interest in for working with the book.	3.4. Showing interest for reading simple texts with images.	3.5 to show interest for lecture	3.7 to show interest for reading different literary and non-literary texts	3.7 to show interest and initiative in reading different literary and non-literary texts	
		3.4. showing interest for lectures appropriate to their age			

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