

*Learning to  
read and write*

**A. Vepreva**

# The lecture plan

- ◆ The mechanisms of reading and writing.
- ◆ Psychological prerequisites for elementary education in reading and writing.
- ◆ The tasks of preparing for reading and writing.
- ◆ Methods of teaching reading.
- ◆ Acquaintance with the letters.
- ◆ Development of graphic skills.
- ◆ Prevention of violations of written language.

# The mechanisms of reading and writing.

At the core of the mechanisms of reading and writing processes of encoding and decoding of oral speech:

- In oral speech, the meaning of each word is coded in a certain complex of speech sounds.
- In written speech, the code is related to oral speech. The transition from one code to another is called transcoding.
- Reading is the translation of an alphabetic code into the sound of words, and the letter, on the contrary, is the transcoding of oral speech.

# Psychological prerequisites for elementary education in reading and writing.

1. The formation (preservation) of oral speech, the capacity for analytical and synthetic speech activity;
2. Formation (preservation) of different types of perception, sensations and knowledge and their interaction, as well as spatial perception and representations;
3. The formation of the motor sphere;
4. Formation of abstract methods of activity in children;
5. Formation of general behavior - regulation, self-regulation.

L.S. Tsvetkova

# The tasks of preparing for learning - writing and reading

- ◆ The development of the accuracy of visual perception, the formation of the ability to isolate the elements from the whole and re-integrate them into a whole, the development of the accuracy of spatial differentiation.
- ◆ Development of orientation in space along directions.
- ◆ Familiarization with the rules of writing and reading.
- ◆ Preparing the small muscles of the hand for writing and developing the ability to control their movements in accordance with the task.
- ◆ The development of the ability to accompany with verbal explanations their observations and actions.

# Methods of teaching reading.



# Acquaintance with the letters.

- ♦ 1-st period of training: Learn to relate sound to the visual image of the letter. We familiarize ourselves with the letters: we practice children in putting out letters from sticks, modeling plasticine, "drawing in the air", drawing letters from fingers. We learn to recognize familiar letters in the surrounding environment (on the signs of institutions, machine numbers, in newspaper headings, etc.).
- ♦ The second period of education We continue to introduce children to letters. Exercise in the re-laying of letters from sticks, threads, in molding from plasticine, prescribing the letter and its elements in the notebook. Exercise children in finding the given letters among others.
- ♦ The third period of training We fix knowledge of the letters of the alphabet, the ability to spread letters from sticks, fingers, wire, cereals, "draw" in the air, prescribe in a notebook. Exercise children in the analysis of syllables, words with new letters.

# Development of graphic skills

1 block: fixing the ability to hold a pencil freely, to make it move in different directions, to differentiate the force of pressing, holding lines in an uninterrupted manner.

2 block: the complication of graphical exercises (more complex configuration, reproduction patterns on the cells, self-decoration of subject images proposed elements, including elements of alphabetic characters.

3 block: fixing the methods of arranging graphic elements on the plane, forming skills to determine the direction of the lines and movements of the hand, a clear transfer of the configuration of the elements of the pattern, taking into account the rhythm, symmetry with the complication of the nature of graphic exercises



# Prevention of violations of written language.

1. Development of sensory functions and psychomotorics (visual and auditory perception, visual and auditory differentiations, spatial representations, kinetic and kinesthetic organization of motions, constructive praxis, conditioned motor reactions and graphic-descriptive abilities).
2. Development of inter-institutional interaction, successive functions (navigation, visual-motor, contractual relationships, the ability to memorize and reproduce the spatial and temporal sequence of stimuli, actions or symbols).
3. Development of mental functions (visual and auditory attention, memory).
4. Development of intellectual activity (mental operations: comparison, seriation, comparison, classification, symbolization, analysis and synthesis, abstraction, generalization, the formation of skills in planning activities, self-control and self-correction in activities, motives for learning activities).
5. The development of speech and the formation of skills of arbitrary analysis and synthesis of linguistic units (the development of coherent monologic speech, the ability to make judgments and conclusions, improving the lexico-grammatical and phonetic formulation of speech).

# Bibliography

- ♦ Alekseeva, M.M. Methods of speech development and teaching the mother tongue of preschool children: Proc. allowance for stud. supreme. and environments, ped. training. Institutions / Alekseeva MM, Yashina BI - 3rd ed., The stereotype. - Moscow: Publishing Center "Academy", 2000. - 400 p.
- ♦ Arkhangelskaya N. V., Carlsen E. G. About preparation for literacy in kindergarten. // Preparing in kindergarten for school. Ed. A. P. Usova. - M., 1955. - 23 p.
- ♦ Kislyakova, Yu.N. Education and training of children with severe speech disorders: a program for special preschool institutions / Yu.N. Kislyakova, L.N. Frost. - Mn .: NIO, 2007. - 248 p.
- ♦ Kornev, A.N. Preparation for literacy of children with speech disorders / A.N. Kornev. - Moscow: Education, 2006. - 181 p.
- ♦ Loginova E.A. Violations of the letter. Tutorial. Ed. Volkova L.S. - SPb .: Childhood-Press, 2004. - 208s.
- ♦ Tsvetkova L.S. Neuropsychology accounts, letters and readings: violation and recovery: Proc. allowance - 3rd ed., Corrected. and additional. - M., Publishing house of the Moscow Psychological and Social Institute; Voronezh: Publishing house of the NGO "MODEC", 2005. - 360 p.