

## PEDAGOGICAL OPPORTUNITIES FOR THE DEVELOPMENT OF READING LITERACY

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**Abstract:** Summary: The following paper examines the issue with the development of reading literacy founded on project-based learning. The search for different options when it comes to learning and improving reading, suggests achieving a certain level of balance between a person’s knowledge, emotions and social development in their various age periods. The correlation between students’ cognitive, emotional and social activity in their initial stages of primary education is undoubted. They contribute to: a student’s ability to learn useful information from various cognition spheres; to them going through diverse emotional states; to a student’s realization of the necessity to socialize with other students and to find common interests with them which result in talks about different topics, games, interests, preferences on certain creative activities and more.

Apart from acquiring knowledge and gradually extending their life experience, in school students also learn how to communicate with the ones around them and simultaneously touch the emotional spirituality of those that are closest to them. The bond between knowledge, emotions and social contacts is extremely strong. Nowadays, a person needs a certain set of knowledge and skills, as well as friends whom to share their life victories and losses, happiness and disappointments with.

**Keywords:** cognitive activity, emotional activity, social activity, project-based learning, reading literacy, creative activity.

### 1. INTRODUCTION

Project-based learning in reading classes creates prerequisites for the student to learn how to solve the problem posed to him, building a useful experience and at the same time acquiring some of his friends` skills. As a result, he is not only a "passively perceived information" object but gradually becomes an image of "an active participant in the process of knowledge, a subject in the process of self-development and improvement." (Marulevska, 2009:40). In project-based learning, there are two alternatives to work on the study of the problem posed by the teacher - individually (each student works for himself) and collectively, where students are involved in a direct verbal dialogue. This facilitates the development of speech-communicative skills, the variety of ideas in the process of solving the assigned project task is manifested, and however, conflicting situations between the team members are also possible. Variations are also recorded in terms of their emotional states, the psychological changes that occur as a result of certain emotions and feelings that have arisen among individual members of the group.

### 2. LITERARY EDUCATION - A MEANS OF DEVELOPING CREATIVE ACTIVITY IN THE INITIAL EDUCATIONAL STAGE

A propitious basis for the development of reading literacy among students, speech-communicative skills, imagination and creative potential is the fairy tales. This is because their pedagogical impact is expressed in the ability:

- o even in the initial educational stage, to develop the interest and love for literature;
- o immersing in the enchantment of the fairy-tale world, the students receive information about the way of life, customs, values, and traditions of the different peoples, having the opportunity to compare them, to look for the contrast and similarities between them;
- o fairy tales contribute to the unleashing of the imaginary world of learners

At the base of reading literacy and project training, creative work in elementary school age is represented as an activity that is noticeably influenced by the emotional world of human, the change in feelings and his motivation to create. (Chakarova, 1994: 33). Without interest, boldness, and motivation, the creator is unable to write. The quality-written text is the product of the creative impulse of the Demiurge. The work on educational projects allows both the development of creative activity as well as the cognitive, emotional and social activity.

### 3. COGNITIVE ACTIVITY OF STUDENTS - A ROAD TO MASTERING KNOWLEDGE AND FORMING COMPETENCIES

Cognitive activity is defined as "learning to strive, mental tension, and manifestation of volitional efforts in the process of mastering knowledge." (Marulevska, 2009: 102). At school, the learning activity is oriented towards the pupil's personal development. It is becoming more and more serious to talk not only about technology but about the "psychology of learning where cognitive processes have a leading role". (Chileva,

2015: 322). Knowledge comes with learning, with the desire of the student to build on the acquired and staged to reach new knowledge and skills useful for his personal growth in our time. Sheytanska denotes cognitive activity as a leading human activity without which it is impossible to achieve activities such as communicative, evaluative and emotional-game.

The content of the cognitive activity includes:

- the scientific information acquired in the subject matter studied in the school, which is the subject of cognitive activity
- the existence of interrelationships between the processes of "perceiving, understanding, generalizing, consolidating and applying" the acquired knowledge on a practical basis, which is also the main stages of the educational and cognitive interest;
- the education process should focus on recreative (reproductive) and creative (productive) cognitive activity. (Shaitanska, 2004: 74, 76)

The individuals' formation, ready to develop creatively, intellectually, to constantly enrich their knowledge, to form skills that are valuable to them in educational and life aspects, requires intensive work on the development of cognitive activity and speech-communicative skills. Therefore, the trainee is advised to be involved in an active cognitive activity, in which knowledge and skills are mastered, competencies are formed and new ways of learning are used. (Marulevska, 2011: 94). For E. Knyazeva, the important moments in student education are limited to "the formation of skills for self-orientation in the process of acquiring and mastering methods and means of learning." (Marulevska, 2006: 15). The students acquire the lesson information more easily when there is an ability to select through the reading of the essentials in the content of the lesson, and then accurately and correctly reproduce it when evaluated.

#### **4. THE EMOTIONAL WORLD OF THE STUDENT IN THE PEDAGOGICAL EDUCATIONAL SPACE**

The young pupil at primary school age at all times experiences a variety of emotions, overflowing from anger and sadness to joy, happiness, and delight. It is during this period that changes occur in his mental development, physical development and in the emotional maturation of the child. In turn, they also influence language development. (Neshkova, 2012: 110-111). The life of a man is a collection of emotions, events, experiences, acquaintances, memories, actions, states and feelings. According to C. Izard, the emotions that man experiences in his life are ten in number. They are: excitement, joy, astonishment, grief, anger, disgust, contempt, fear, shame and guilt. For V. Madolev the emotional system is much more difficult to control than the intellectual system. (Madolev, 1999: 47, 49)

Emotions are an expression of satisfaction or dissatisfaction of "one or another need of the individual". (Ivanov, 1996: 159). The changing mood in a man provokes a rush of mixed emotional states. When the person is satisfied with the personal or professional achievement, the emotions are a positive complex of joy, delight, laughter, happiness, and pride of victory. In the opposite case, when he is not satisfied with himself, the man feels that is not appreciated enough, and the self-confidence is suppressed, and as a result, one feels a sense of inferiority.

Factors influencing the cognitive processes are directly related to the emotional attitudes of the person. The modifying influence of emotional processes is determined by their degree of strength. Changes occurring in cognitive processes depend on the level of intensity of the reached emotion. On the other hand, the same modifying influence of emotional processes is dependent on the characteristics of the cognitive process. Cognitive processes are to a greater extent "susceptible to the impact of emotional processes". Moreover, the modifying influence of emotional processes is determined by the behavioral features of the subject, i.e. by its specific and "relatively persistent characteristic features". (Reykovski, 1980: 264). Emotions occupy a central place in the human life. They affect man's thought processes, moods, behavior with others, even controlling his cognitive activity.

Positive emotions have the ability to stimulate the cognitive activity of the student, his intellectual and creative abilities, and negative emotions have an adverse effect on mental activity. In some cases, it can not even be ruled out to unlock "somatic diseases". (Ivanov, 1996: 160). The emotional world of personality is a special blend of emotions, feelings, actions, words, and gestures. Therefore, man's psyche is a collection of all sorts of emotional experiences. Perhaps it is them that ensure the harmony and unity of personality in some cases and its disharmony, contradictions and internal conflicts in others.

M. Balabanova considers the philosophy of human communication in two main aspects. One is cognitive, the other is the creative one. The cognitive side of the communication between people is represented as a set of cognitive models based on the ability to understand the interlocutor's communicative code in the dialogue. The creative side of human communication is characterized by the combination of new information as well as that already known to the producer. For authors such as S. Rubinstein, E. Ilenkov, L. Korsunova and

others, the creative nature of the imagination "depends on how deeply it penetrates the reality that is being subjected to processing in the mind of man." (Balabanova, 1999: 23, 58). If the communication between people is the most important, then the successful presentation of ideas in writing is the leading role of a creative work. An author without the particle of creative impulse is unable to breathe life into the written text.

## **5. FACTORS INFLUENCING THE SOCIAL ACTIVITY OF PUPILS IN PRIMARY SCHOOL AGE**

The social activity is the third point of reference in the studied triennial - cognitive activity, emotional activity and social activity. The term "social activity" is presented as "the public level of an active life position". (Psychology thesaurus, 2003: 538). The emergence of social contact between students should be provoked as a result of something specific - of general experience, of topics on which interlocutors exchange information; games preferred by the group; of similarity in the characters; mutual trust and support at certain times.

In this regard, Muhau points out that children feel the need for friendship because they need to be in contact with each other and be "side by side in the common endeavors". As a result of the friendship that has been established, there is also the tide of "joy and excitement that gives them their common involvement in activities of their choice". (Austereit, 2007: 205)

During the elementary school, the pupil develops both general abilities and special abilities. Teplov classifies common abilities such as:

- 1) abilities that the author lays with the definition of "individual-psychological features" through which people differ from one another;
- 2) abilities that, in man's opinion, are directly related to the performance of a particular activity or of several activities commenced;
- 3) abilities that are not related to specific knowledge, skills, and habits, but are rather "made", human-specific abilities. Regarding the special abilities of the children, D.N. Zalavyshina states that they have a connection with the implementation of the different types of activity. (Zlateva, 2013: 166)

Impact on the social activity of the pupils is provided by the school, but also some elements influencing the social relations of the students. In general, they concern:

1. Teachers, students, parents, administrative staff and subsidiary staff are the most important of forming the educational unit called a school.
2. The existence of a permanent interaction between pupils and teachers in the learning process, teaching, discipline, the need for gaming activities.
3. Social relations in the student body are classified as: short-termed, long-termed, professional, and focused on the comprehensive development of pupils in the initial educational stage.
4. The existence of norms relating to the behavior of pupils, teachers, and school leaders, both at school and outside.
5. The monitoring of the management of social relations at school, in particular with the institutionalized authority, the administrative management, the students' self-government, the rights and obligations to which the students should adhere, and others. (Andreev, 1988: 52-53)

The social development of the individual in different ages is not only a process of building the person, marked as a "subject of public knowledge and communication", but rather a process that is entirely directed at the development of "man as a subject of knowledge and activity". (Koleva, 2013: 16). The social activity also implies building skills for successful pedagogical communication both between students and between students and the teacher as a motive power of the educational process. Emphasis is placed on the so-called interpersonal relationships, to which the following skills relate:

1. The ability to observe and understand people.
2. The ability to provide assistance when needed.
3. The ability to solve problematic situations and conflicts. (Todorina, 2005: 99). The civilized dialogue - without conflicts, without the unnecessary stubbornness and compulsive imposition of a person's opinion over others, contributes to the easier overcoming of the difficulties in the process of work. The ability of students to cooperate and to support is the success formula in jointly implemented activities.

## **6. CONCLUSION**

At school, the little researchers gradually enrich their social experiences, while at the same time they master a system of rules and norms of behavior in communicating with others. (Ivanov, 2004: 219). The more actively the student communicates with acquaintances and strangers in the environment, the more he raises intellectually and expands his circle of social contacts. That is why Gardner mentions that the so-called interpersonal intelligence is used in the dialogue between people of great popularity. It is applied in human

relationships, and in situations where we seek to understand man's behavior against us, his motives or emotions. (Sternberg, 2012: 580)

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