

ICEEPSY 2014

Competencies of Teachers and Student Teachers for the Development of Reading Literacy

Jana Doležalová

Czech Republic

Abstract

The quality of reading literacy of students, an important means of education, lies in the competence of teachers for the development of this phenomenon. For this purpose, an empirical investigation was conducted concerning the determination of the state of development of appropriate competencies in future teachers and teachers in pedagogical practice. Furthermore, we monitored the conditions for the training of teachers in this area. The text presents the results of this investigation, in which questionnaires, interviews, observation and analyses of documentation were used.

© 2015 Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Organizing Committee of ICEEPSY 2014.

Keywords: Competencies of teachers; student teacher; reading literacy;

1. Why Focus on the Competencies for the Development of Reading Literacy (CDRL)

Reading literacy is an important transversal competence for private, professional and public life. It is considered as a means of development of personality and society as a whole. We perceive it as a broad and varied set of knowledge, skills and attitudes in the area of work with text information. It becomes a means of education and an important mediator of education in the lifelong learning concept. Reading literacy is a transcurricular competence. Teachers of all subjects should contribute to its development, and thus everyone should be prepared for the development thereof. Recently, the reading literacy (RL) of our students shows a relatively low level in international research, which is also the reason why it is necessary to pay attention to factors that affect it. One of the many causes may lie in the competence of teachers in the development of this phenomenon, in their knowledge, experience and attitudes towards reading literacy, i.e. in the competence of teachers to shape the reading skills of students. In Czech literature, however, they are not comprehensively processed. Therefore, we would like to try to contribute with this text to the clarification of the topic in terms of theory and to understand the situation in pedagogical practice.

1.1. Competencies of Teachers for the Development of Reading Literacy as One of the Factors in Shaping Quality Output from Education

In specialised literature we do not find a separate and comprehensive discourse on CDRL, only partial information. Authors either deal with general teacher competencies for the performance of their profession (Průcha, 2002, Spilková, V. & Vašutová, J. a kol., 2008), partial, sectoral competencies or they expand the existing list of teacher competencies with other competencies.

CDRL could be defined as a set of knowledge, skills and attitudes, as well as dispositions of the teacher to develop reading literacy effectively in teaching.

If teachers do not have the opportunity to inform themselves of these competencies and are not prepared even in the course of studying at faculties of pedagogy (with the exception of grade 1 primary school teachers), what idea and knowledge can they have about it? This situation also complicates the self-improvement of teachers.

We agree that it is not possible to indefinitely keep increasing the number of skills teachers have to be equipped with (see Průcha, 2002), but given the importance of reading literacy, it appears crucial to implement this task.

It is not an easy task to create the structure of CDRL, as the key competencies of teachers (even reading literacy itself) are considered as amply structured and comprehensive phenomena, which, moreover, are not clearly defined.

CDRL are not isolated, they include skills from various other teacher competencies. They are partly specific to different disciplines (e.g. types of texts). Therefore, in describing CDRL we consider the penetration between sectoral competencies (i.e. the competencies of individual subjects and the Czech language), didactic and psychodidactic (the basis is competent leadership of educational processes in terms of didactic and psychological), personality traits and dispositions of teachers (presented by e.g. teacher attitudes to books and reading literacy) and finally, communicative and diagnostic competencies.

1.2. Proposal for the Specification of CDRL Content

What should CDRL specifically comprise? The priority is knowledge of the essence of the new concept of reading literacy (it is not just about an understanding of text, but also about thinking about the text, its evaluation and creative processing of text information, learning from text, evoking a positive relationship to reading). Moreover, the means of its development should be mastered, as well as the specifics of texts and work with them in individual areas of education. It is always about a level of knowledge, skills, attitudes and experience.

The attempt to define the content of CDRL is led by the effort to create a structure, which would become the mainstay in the evaluation of the situation in pedagogical practice. It will be used as a basis for confronting this structure of requirements in ideal form with the results of real testimonies of teachers from pedagogical practice.

A. Professional competencies for CDRL:

- To know the essence of the concept of reading literacy, the importance of reading literacy and work with text; to know the degrees of reading literacy; to know the conditions (pedagogical, psychological and social) and means of their formation; to have the skills to apply them in pedagogical practice; to know the various carriers of text information (their positives, negatives, specifics, to be able to choose them appropriately and present them to students);

B. Psychodidactic basis and conditions for shaping and developing reading literacy:

- To understand the psychological processes when reading and working with text information, to know how to create conditions for improving the quality of reading literacy; to diagnose, assess and develop; to know varied and effective procedures for shaping and developing reading literacy skills and to know how to apply them adequately in situations, e.g. given the general aims of education, the key competencies, the goals of fields of education, with regard to the subject matter, text, the possibilities of students, their learning style, age and individual differences; to evaluate the efficiency and effectiveness of didactic means;
- For work with text: to select text appropriately (in terms of the interests of students, difficulty and adequacy, appropriateness to subject matter); use the diversity of texts (e.g. authentic); to select text

Download English Version:

<https://daneshyari.com/en/article/1111656>

Download Persian Version:

<https://daneshyari.com/article/1111656>

[Daneshyari.com](https://daneshyari.com)