

Pleading for Reading in the 21st Century

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Abstract – Education is defined as a multi-level complex process whose success depends on a multitude of rigorously elaborated factors (material, spiritual, organizational). Teachers are the ones who broaden the child's knowledge of the world and life in their complexity: love of peers, nature, appetite and then love for the book etc. A book can give us the answer to many questions, or it can tell us so many misunderstandings. It is a magical realm of fantasy that is woven with reality. It can satisfy our curiosity, or it can carry us through imagination in the past, in the present tumultuous or in the future, can bring us spiritual fulfillment and exalt our soul. Although books have recently been replaced by TV or computer, we hope that by actively and consciously participating in these activities, children will cultivate their love for books. The book remains the main source of information, the indispensable support of educational activity. The mere presence of the book around the child is just a prerequisite for cultivating the taste for reading, but it is not enough, followed by the child's urge and careful guidance to reading. Only when both the educator and the parent encourage and help reasonably where the child cannot, the calling of the book comes from within and brings the joy of reading and knowing. I set out the objectives of this paper to express interest in the book; to share the pleasure of reading with others around; to show attitude of care and respect to the book; to know the institutions in charge of keeping and selling books.

Keywords – Books, Education, Primary School, Progress, Stimulate.

I. PLEADING FOR READING IN THE 21ST CENTURY

In today's society, due to other informational components - radio, television, cinema and the Internet - the book, with its splendour, can almost go unnoticed.

Arousing interest and then building up reading skills must begin with insulting respect for the book. The book is a very precious object; it is the expression of people's endeavour and talent, the materialized expression of a huge work.

Guiding the pupil's extra reading cannot be left exclusively to the family because many families do not have a library in the house, they do not care about the book, they do not know what to recommend to children, and there are so great differences between them and those who can be guided in the family.

Although primary school curricula do not include additional reading in their structure, I think that the teacher has the obligation to guide children's reading further.

This obligation is not only of a "traditional" nature, but is determined by the fact that the framework objectives and some benchmarks are not only achieved by textbooks, which require additional, well-guided reading.

The miraculous universe of literature can be rediscovered by the young schoolchildren by initiating and exploring attractive themes, rich in informational content, with

formative valences, able to reproduce the true meaning of childhood.

II. ADDITIONAL READING - AN ESSENTIAL FORM OF AID FOR THE WHOLE PROCESS OF EDUCATION

Language is the source that starts from the "rock" of the first words and flows later in us, filling us with feelings and experiences. It must be stressed that reading lessons are the cornerstone of the two worlds: childhood and adolescence. Stories, stories, poems help in the formation and development of an elevated vocabulary, shape characters, and outline moral traits that can be followed.

Under the conditions of permanent education, the school has the task of empowering students with thorough self-training and self-refinement skills by all means and, last but not least, by means of the book.

The life we live at the beginning of the 21st century is marked by the imprint of great scientific discoveries. The television, the computer, the internet have quickly become a pair for each generation in recent years. These quick and convenient means of information provide pupils with information in any area of knowledge. In today's society, the book can almost go unnoticed. Without minimizing the importance of other modern means of information and culture, it must be said that nothing can replace the book. Apart from the book, a systematic culture of the individual and society cannot be conceived. It remains therefore the school's obligation to return the book to her rights.

Communication, as a didactic exercise, brings schoolchildren's education closer to their public and social behaviour, to the practice of predictable or unpredictable situations that life offers. An essential element in ensuring clear, accurate, nuanced and cursive communication is related to the correct use of the lexicon.

School curricula for primary education do not include in their structure additional pupils reading. A small survey conducted among teachers revealed different views. Some believe that unless the teacher specifies anything, the teacher does not have any specific tasks in this regard. Others find additional reading among the programs, through some benchmarks. Some teachers have stated that they do not give up the guidance of pupils' additional reading, others find it only in optional subjects, and others have said that they are not complicated because it is the family's obligation.

It is very important to stress that if the optional "children's literature" discipline exists in the hourly scheme; the teacher has the obligation to guide children's reading further. This obligation is determined by the fact that the framework objectives and some benchmarks are not achieved only by textbooks. Therefore, additional pupils are

required to read, without which their training in the Language and Communication curriculum is not complete.

For this purpose, Romanian language classes are used, classes are available at the teacher's disposal, or special hours are established through semester schedules.

It is known that, in kindergarten and family, the child is formed as a listener of reading. Therefore, in the early years of school, we must awaken the interest in reading, guide it in such a way that reading becomes a stable learning, and with time the student realizes that reading is an individual activity of a permanent character.

The awakening of interest and taste for reading implies an indisputable responsibility for school. What Do Children Read? How do I read? When and where do I read? How do they select their readings? How can reading be guided and to what extent are interventions opportune? How does reading contribute to student training? - There are some of the questions raised by the teachers and I ask for my answer.

Small readers must be initiated and trained as early as possible with the concurrent use of the book and the modern audiovisual means as the essential premise of an effective teaching. Educational factors require patience, perseverance, will, as well as their own model.

The book is the teacher who leads you to well, makes you happy, laugh and cry. It gives you the opportunity to stop for a longer time on a passage, to go back to another that you have been in a hurry but when you feel the need to come back, to meditate long during the reading and after you finish it, Retrieve the book whenever you want.

A book sends you to other books and they all form the foundation of our culture. All other means of spreading knowledge remain subordinate to the book, and the subordinates will remain as long as they multiply and perfect their technical processes.

Literature, however, has not merely documentary value, but reveals the feelings and thoughts of men, their spiritual reactions in the most varied situations, has a great social-educational importance. The artistic creation, being closely related to the artist's life experience, expressing the creator's attitude towards the social problems it addresses, determines an active knowledge of reality, contributes to the formation and orientation of the reader's views on society. The strong emotional colour of the knowledge of reality through the work of art increases its educational power, especially in school, where the psychic peculiarities of the age make students particularly sensitive to this way of knowing.

The importance of reading is obvious and always present. It is an instrument that develops the possibility of communication between people, making the echo of thinking and language capacities.

There are factors that determine pupils' reading: age and mental peculiarities, their preferences, family climate, which can make reading a necessity, a book hunger, a delight or not. When the taste for reading, the cult for the book was formed from the first years of school, it remains a useful habit for all life. [1]

The taste for reading does not come by itself, but it is formed by a work of educational factors (family and

school), a work characterized by patience, perseverance, continuity, will. At pre-school age, both the family and the kindergarten, strive to influence the childhood universe through fairy tales, stories and poems. This work is located at the upper level in the first classes of the school.

Further reading of pupils is an essential form of helping the whole learning process.

The passion for reading is a great gain for the teacher and especially for students who love the book. They read to train without too much effort, often enjoying them. When this passion blends harmoniously, organically with the passion for study, when the student understands literature having the power to report the impressions, the author's experiences to his / her own life experience, reading becomes necessary as the 'water we drink'. The report between the extra school reading and the subject matter of the curriculum is one of mutual consolidation and clarification of some problems.

III. METHODS OF STIMULATING INTEREST IN READING IN THE PRIMARY CYCLE

Who cannot read, cannot train and cannot make any progress that leads him to self-training and self-education. But there is a real chasm between knowing how to read and know how to exploit the readings, to use this specific means of the printed text. It is the task of the teacher, the task of teaching pupils both the technique of reading and the awareness and capitalization of the read.

Reading aims to develop the students' taste for reading, to make them love the book, to satisfy their interest in knowing their lives, their people and their deeds. Reading greatly contributes to the enrichment of students' knowledge, the formation of a rich vocabulary, the development of love for the homeland and aesthetic education.

From books, the children learn many things about animal and plant life, about geographic discoveries, historical events, the beauties and riches of the homeland. At the same time, the books talk about human feelings, love and hatred, friendship, honour, humanity. Reading books makes schoolchildren brave and firm, and the heroes of books, through their lives, become examples of high life and character facts and leave deep traces in students' consciousness. The book draws children through her artistic content. As soon as she starts to read, the child knows a new, interesting world. He has the impression that he participates in brave deeds and events in the book. Some heroes love them, they sympathize, and others hate them. The book read in childhood, remains present in memory, almost all life and influences the subsequent development of its personality. Reading gives the child the opportunity to fill his or her own knowledge, widen them, deepen them, and contribute to their own formation.

In order to fulfil its formative role, reading requires organized work, guidance and evaluation. Using the diverse nature of reading, the teacher has to develop the tastes and inclinations of the students, to draw attention to the works of particular importance, and to correlate the reading with the other educational objects and the current events.

At first, the students are lecturing books at the teacher's recommendation. I have always had in mind that the texts suggested for reading are not only literary texts, but also magazines, newspapers, scientific publications. The main texts that form the taste for reading belong to the literature for children. Through the literature for children, we understand two categories of reading: creations of child-readable writers (J. London, E. de Amicis) and literary writings specifically written for children (fairy tales, legends, poems). The literature for children, whether direct or indirect, is not another literature, but it is built from works that investigate a universe specific to the younger age with its aspirations, aspirations and dreams.[3]

Familiarizing students with reading involves firstly learning the technique of reading, and then learning the tools of work with the book, the techniques of using the book as a means of self-training.

In the field of reading, the basic objective remains the consolidation of correct, fluent, conscious and expressive reading skills.

Correct reading means reading without omissions, replacements or reversals of syllables or letters, without repetitions or sounds - parasites that fill big breaks of words. The right reading is clear and can be traced and understood by those who listen.

Fluent reading is a continuously flowing reading without jerkiness, stumbling or interruption. The read speed must develop in parallel with the speed of understanding. It is necessary, on the basis of exercises, to arrive at the situation that the normal reading speed of pupils of third and fourth grades corresponds with the rhythm of their speech.

Conscious reading implies understanding the read, as demonstrated by the ability to reproduce read content on the basis of questions. Understanding the meaning of words is an important condition for achieving conscious reading. It does not give up the explanatory reading, which assures the learning of the read text.

An important goal remains the development of the vocabulary by explaining new words found in the text, using them in various linguistic structures, and highlighting the situations in which words acquire new meanings. The reading lesson methodology seeks not only to build reading skills but also to consolidate them until expressive reading. Expressive reading is based on the acquisition of reading techniques as a result of sustained exercises. Making an expressive reading implies all the other qualities of reading: correct, conscious, fluent. It is based primarily on the model offered by the teacher and other sources of influence.

In order to familiarize the students with the tools of the work with the book, one has to use a method that follows the path of the experienced reader when reading. This is the explanatory reading. It is a combination of reading (reading) with the necessary explanations together, leading to an understanding of the text message.

Being a complex exercise, reading becomes an effective tool of intellectual activity when it meets some basic conditions. A first quality of reading is fairness. Reading correctly means reading accurately, clearly, without omissions, inversions or substitutions of letters, syllables, or words.

The steps or components of the explanatory reading through which the text message is received are as follows:

- full reading of the text;
- reading on fragments and analyzing them;
- drafting the text ideas plan;
- generalizing conversation;
- text reproduction based on the plan;
- end reading.

Conscious reading, another basic quality of this skill, is conditioned, first of all, by the correctness and the normal rhythm of reading.

Expression is a corollary of all other qualities of reading. To read expressively means to express in a suggestive, plastic, beautiful and convincing way the message of the text, the thoughts, the feelings contained therein. Expression is ensured by each of the other qualities mentioned. It is done by taking into account some rules. A first requirement is the observance of pauses, which can be of several kinds: grammatical, indicated by punctuation, logical signs, to mark some words or expressions of special value, psychological, which serve to mark a certain state of mind, to transition from one state to another.

Other rules that ensure expressivity refer to the focus. The emphasis of some words is to emphasize the importance of their particular role. This is the logical focus. As with pauses, there are also psychological accents to emphasize the state of mind that comes out of the text message. At other times, psychological accents mark the figurative meaning of words and expressions, and their role is to develop emotional experiences.

Enhancing the expressiveness of reading also contributes to the rhythm, as well as the intonation that is most suited to content. A quality reading is achieved not by isolated actions but by observing all rules by engaging the students' effort in the proper practice of reading. [2]

The process of familiarizing students with the techniques of working with the book must also include the ability to use these techniques according to the genre and species to which each work read belongs. The fact that the reading texts are so varied must not lead to the conclusion that for each of them a new method must be sought, not even that each one has to correspond to a certain methodological structure. The method remains the same: explanatory reading.

The process of acquainting students with reading is accomplished in a relatively long period, if we take into account the fact that this skill does not simply refer to the simple deciphering of a text.

Achieving the act of reading requires knowledge of appropriate working techniques that allow the reader to orient in the text, to detach his multiple valences. Developing and developing students' ability to orient themselves in reading is an essential task of primary education. Acquiring the reading technique is subordinated to the task of teaching students how to use the book, generally the book, in other words, to teach them how to learn.

Reading as a subject of study by studying texts in prose and poetry in primary school textbooks is complemented by reading texts (of classical, contemporary writers and of

universal literature) which are in some interleaved textbooks alternately with the texts actually written or at the end thereof.

As far as the curriculum in primary education is concerned, it does not specify which texts to address. The teacher has the role of selecting, guiding and guiding reading out of class, especially since textbooks are insufficient.

Increasing interest in the acquisition or multiplication of information is achieved through a systematic guidance of pupils reading. A very important sequence in stimulating interest in reading and the formation of passionate readers is related to how it is recommended to read and read students. In order to organize and conduct guidance for pupils, we use the following teaching methods and methods:

1. The expressive reading made by the teacher, the texts chosen being short, with concentrated narrative, with dialogue and appealing action;

2. My story; when the teacher realizes it, the story is a model, that is, it will fulfil the conditions of being expressive, logical and spectacular;

3. personal readings on what is read in a notebook or in a reading sheet in which students write titles, authors, quotes, tell stories, record the names of the characters, summarize some characters, express their opinion on of facts and characters;

4. The organization of school celebrations, where literary texts, literary editions, School Theatre, literary processes and games are used;

5. Publish pupils' artistic creations in the school magazine and other student magazines;

6. The popularization of books is an essential form of stimulation of interest for the creation of a personal library, the creation of love for the book, for reading.

For a well-guided reading, the teacher and parents need to take into account several things:

- The choice of texts based on age and accessibility (size of text according to the age of the reader, corresponding number of characters, simple action to be taken, less weight given to descriptions).
- Address the appropriate literary genres and species, focusing on narrative text from the children's sphere, texts with few archaisms and regionalisms.
- Transform the child from the reading listener (as is common in the family and the kindergarten) into a conscious reader, with a steady concern, by reading some attractive fragments in the classroom, retaining the title of the volume, the author and the characters that impressed him), drafting notes in the form of notes or abstracts.
- Study the endowment of the school library with volumes or collections;

A special role in stimulating the curiosity and interest in pupils' reading was the creation of the class library, which is enriched by the books brought by the pupils. The role of the librarian has been fulfilled, in turn, by students who have achieved very good results in learning. [4]

In order to form good book readers and to cultivate the taste for reading, the teacher must collaborate with the

students' parents to help them to guide the extra readings of the little ones; the family environment can stimulate pupils to read books specific to their age. The school library has the same important role. Students need to be taught how to borrow books from the school library, how to keep them while they read it, without a doubt the sheets, without undoing the beams, throwing them over their heads without making notes on the pages of the book, will be advised to use the bookmark and cover, specifying their importance. Proper reading instruction will cause the student to build a personal library. Teacher support in facilitating the purchase of desired books, work with family are crucial.

Whatever libraries we have, and as many books as stacked in their shelves, the passion of reading does not form itself.

Another activity that enhances students' interest in reading is the exhibition of new books or a periodical visit to the bookstore. In this way, children are up to date with new book titles.

I noticed that everyone wanted to buy books, they knew what to look for, and were pleased to decide what they would like to read. This activity has contributed to the development of children's desire to read, they have acquired more knowledge in a useful and pleasant way.

Another very interesting and attractive activity for students was held on the occasion of the "Book Day". To celebrate this day we have prepared a story, which everyone has read very carefully. They then told the team's content, highlighted the new words in the story, the characters, the important ideas as well as the teachings learned from reading. They then transcribed scenes from the story into drawings. We have created a portfolio of students' impressions of activity and their drawings. They were very excited and expressed their desire to carry out such activities more often.

Literary games are passionate means that invite children to read.

"Story Story" is a game whereby the content of the stories read is played by as many students as possible. The story is known to all students. Students are seated in a circle forming a "chain". He is called the first student to tell. It tells a fragment, another continues the story from where it first stopped, and so until the end of it. The child who cannot continue the story "breaks the chain" and as a punishment must read with more reading.

Another "Recognize Story" game really likes students and causes them to read the story in order to win the game. Students are divided into four groups. There is a fragment of a story and they are asked to recognize the title and the author. Win those who have recognized all the stories. So is the game "Recognize the Character", with the distinction that the fragments presented must recognize the character's name and title of the story.

Apart from independent reading, we also used collective reading. This reading is done by the teacher or several children who read better and has the role of deepening and discussing the readings. Reading out loud makes others who read more difficult or at a slower pace to listen with pleasure, so they can participate in discussions about the content of the story they read, highlight characters, explain

less well-known words or phrases.

In order to stimulate students' interest and curiosity for the readings they have to read, they can be read in part in the classroom, the next reading being read everywhere to see what happened in the story.

IV. HOW DO WE EVALUATE ADDITIONAL READING?

Guidance on supplementary reading requires, in addition to recommendations for titles and authors, an appropriate quantitative and qualitative assessment. It offers the opportunity to examine with discernment what I read and read as I read, to make correct decisions in reading instruction. Controlling pupils' reading must be a permanent activity of the teacher to prevent convenience, easy reading, superficiality, neglect of books. In recommending texts for reading, I refer to their support for the achievement of school objectives, the ability of students to make correlations, to acquire information through their own efforts, to have as much intellectual autonomy as possible.

For the age of primary classes, narrative texts that meet the requirements of accessibility and develop themes in the sphere of knowledge of children are suitable. The closest children are the texts of action in the fantasy world, where anything can happen, with overturned situations, in which; after all, good overcomes evil, no matter what form it is. Lyrical lyrics, especially lyrics, offer expression patterns and awaken feelings, cause emotions. Students attracted by science-fiction, adventures must not be stopped but encouraged to read such texts. [8]

Traditional evaluation methods, designed to balance the oral, written and graphic samples, are currently the main and dominant elements in the development of the educational act. Starting from this educational reality, combined with the desire to offer various ways of demonstrating the knowledge, skills, abilities acquired by the students during the instructive-educational process, within the framework of the online Story World, we added for evaluation the portfolio, a complementary evaluation method with a strong formative character. The portfolio, together with the other modern evaluation strategies, seeks to emphasize that dimension of the educational action that gives the students enough and various possibilities to demonstrate what they know (as a set of knowledge), but especially what they can do (skills, skills, abilities).

By supporting the individualization of the educational act, the portfolio is a collection of products of the student's learning activity. The products included are selected by the student himself and are accompanied by personal reflections on them so as to best outline his performance in the portfolio field. "Because of the wealth of information he offers and the fact that he synthesizes student activity over a period of time, the portfolio can be part of a summative assessment, representing the student's "business card". For a portfolio to be effective, it is essential to be as follows:

- encompassing an optimal number of "samples" of student activity;
- effective organization of these;
- correct specification and assimilation by the pupil

of the purpose of the portfolio composition;

- the personal reflections accompanying the products included in the portfolio and which can organize all the information contained in the portfolio.

Regarding the ways of evaluating a portfolio, one can evaluate:

- every element using the usual evaluation methods;
- the level of competence of the student by reporting his products to the intended purpose;
- progress achieved during product collection.

Weekly, at reading time, the pupils can be advised to complete the portfolio over the entire portfolio period (about eight weeks).

This evaluation tool - the portfolio - provides a clear picture of the students' progress over time, ensures transparency of the evaluation act for both students and parents.

Particular care should be taken to ensure that student reading is readily available. In this regard, we have drawn up a record table in which we have crossed the name and surname of the student (the initials) horizontally and the authors and titles of the books vertically. Each student will mean the reading read on the table, and I will check the student's sheet.

In order to properly organize the organization of and to guide students' reading, close collaboration between school and family is required. It is necessary to discuss the issue of pupils' reading and to emphasize the immense role of reading in forming the child's personality, to give guidance on what and how to read children, to help them understand what they are reading and they develop their interest in reading.

V. CONCLUSION

I can say that organizing, guiding and evaluating pupils' reading is a complex process often overturned by a multitude of factors. By combining traditional and modern methods, the teacher has to find ways to stimulate interest in reading, to illuminate in his pupils' torches that later illuminate with his own light. If we know how to awaken our pupils' interest in reading, if we guide, check and stimulate for this purpose, we will grow generations that will feel a "thirst" permanent for reading, for knowledge, for widening their cultural horizon what will positively affect on their life and activity. The learning of current, fair, conscious, expressive reading allows students to go through and assimilate the amount of knowledge provided by the curriculum having a wide influence on the entire psychic activity. Reading, from very early age, offers a lot of benefits for child psychomotor development. It gives children the ability to listen, to pay attention, to focus and to memorize; helps them understand the meaning of words, familiarizing them with sounds and tongues, building the vocabulary over time. Reading also improves their communication skills through the development of senses; stimulates their imagination and creativity; facilitates the understanding of concepts such as story, numbers, letters, colors, forms and gives them information about the world

around them. Besides all above, it helps them to learn thinking skills from an early age. When you read them, the child learns to understand cause and effect, learns to practice logic, but also to think in abstract terms, and most important reading helps children overcome anxiety and stress. Considering that any act of learning takes place with good results only by engaging the personal effort of the learner, it is natural that the appropriation of the instruments of work with the book is accomplished by putting students in a position to operate independently with elements of explanatory reading. All basic components of explanatory reading may themselves constitute independent or semi-independent forms of work used in reading lessons, and generally in circumstances where students are in a position to use textbooks or other books. Only by working with these instruments of work with the book the pupils and being able to assimilate them as personal goods, which they will use in their independent work, only so will they learn how to learn through the book. The parent must know the role of the book in the child's life. At home, the child must have, as far as possible, a library, a shelf, a box, or a special basket for books. On the occasion of important events, birthdays or holidays, to buy besides toys a book corresponding to the age of the child. Reading requires not only guidance but also control. The importance of reading is obvious and always present. Reading is a tool that develops the possibility of communication between people, making the echo of thinking and language skills. Student reading is an essential intellectual act to be guided and supervised by school and family.

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AUTHOR'S PROFILE



My name is Nicoleta Ramona Ciobanu. I was born in Oradea, a city from Romania on August 2nd 1980. I graduated the Faculty of Letters in 2003 and I have a Bachelor Degree in Philology. In 2013, I obtained my PhD Diploma at the Doctoral School of Letters, in Oradea.

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2. *Communication, relations, feeling and emotions regarding the child with mental disability*, Education and applied didactics, vol. I, Issue 2, pp. 19-29, Publishing House of University of Oradea 2017.
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She loves her job and that is the reason for which she dedicates her time to work with the students on different projects related to the field of Education. For this reason the student elect her as a Bologna teacher in 2016 (there is a community in Romania of the best teachers in the country based on student's election). She successfully combines her studies with her work and other commitments showing her to be self-motivated, organized and capable of working under pressure.