

THE EFFECT OF TWO DIFFERENT METHODS TO ENCOURAGE WRITING AND READING IN PRESCHOOL AGE CHILDREN

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Abstract

Relevant modern literature on development of preschool children and how they learn confirms the thesis that children are interested in actively exploring their environment and phenomena surrounding them from their earliest age. The primary difference between the methods to encourage development of writing and reading skills in preschool age children used in the regular kindergarten program and the Montessori program is in the fact that a child in a Montessori kindergarten acquires such competences actively, by participating in linguistic activities and exercises, learning autonomously and at its own pace from the age of four, while the encouragement of developing writing and reading skills in regular kindergartens is reduced to solving problems in workbooks (graphomotor and letter writing exercises), and this only in the senior kindergarten group that is followed by primary school the next school year, such problems being solved only in the morning as ordered by the educator and outside any context of play and other children's activities. This paper aims to compare the levels of literacy and initial reading skills in two different groups of six-year-olds with respect to their results in problems requiring recognition of letters, initial reading and phonological skills to check their phonological analysis and synthesis abilities. The pilot research being conducted is expected to include data on working methods and programs in both kindergarten groups and prove that the level of literacy and initial reading in Montessori children is higher than that in children attending a regular kindergarten.

Key words: *phonological awareness, Montessori pedagogy, initial reading and writing*