



Teaching management to reading and writing in children of elementary school: a diagnosis

Mariela González-López

Autonomous University of Chihuahua, Mexico

E-mail: marieladeangel@hotmail.com

(Received: February-2020; **Reviewed:** February-2020; **Accepted:** March-2021;

Available Online: April-2021; **Published:** April-2021)

ABSTRACT

It is a study that seeks to make a diagnosis to locate the teaching-learning of first grade students, through the analysis and management of anthropological files, teaching models for the development of reading and writing of first grade children from elementary school. Under the qualitative analytical and methodological methodology. With the aim of promoting a procedural methodology and file management for the design and application of a diagnosis for the teaching of literacy in elementary school, such as the development of basic communication skills, knowledge of the environment, teaching of reading, writing and math. The results are that management is obtained from the anthropological files of children in elementary school, preparation of diagnoses for each student body, in addition to the stage of development, didactic strategies based on the expected learning of the study programs and to take successfully accomplished literacy. It is concluded that the management of files for the development of reading and writing essential to strengthen teaching practice and success in teaching.

Keywords: Education; management; pedagogy

INTRODUCTION

Learning management is a work that reflects the educational work of professors in elementary school who have the responsibility, commitment of preparation children being in the knowledge humankind, from the viewpoint of critical reflective education that allows children to insert themselves efficiently into community. The models learning for development literacy, with a view to strengthening the reading and writing processes, the authors implemented models such as the active one, the participatory one, which allowed developing these procedures (Mora & Morales, 2016). The management of reading and writing files has been implemented at all educational levels, as higher education (Moyano, 2018).

The writing arises between the Tigris and the Euphrates, around 330 B.C. and is understood in the cultural and historical context where it occurs. Until the first half of the 20th century, the goal of learning to read in the early years was still to learn the decoding mechanism; while

expressive and comprehensive reading was reserved for higher grades (Hébrard, 1988 and Chauveau, 1997, cited by Medina, 2006). Reading was considered a prerequisite for other cultural learning. This explains the form that was used to teach it: a set of mechanisms, ordered from the simplest (letters, syllables, words) to the most complex (reading aloud, expressive and intelligent).

It is a study that seeks to analyze the management of archives of elementary school children for the teaching of literacy. Under the qualitative analytical and methodological method. With the aim of promoting a methodology for the analysis and management of files for the teaching of literacy in elementary children.

The files are of an administrative nature like the anthropological record of each one of the children of the first grade of elementary school, among the age groups of 5 to 6 years old. The file consists of obtaining personal data, such as your children's name, if you live with your married or divorced parents, if you have illnesses, especial educational needs, how they live age and interest of the children. This information is essential for the management of teaching trough of diagnose.

Within the management of the teaching of reading and writing, we take pedagogy as significance, that is the management carried out by the teacher in teaching-learning. As are the teaching models, expected learning according to the study program. It is important to note that first grade students take four subjects and two more to strengthen the grade, which are: Spanish, mathematics, socio-emotional education, knowledge of the environment, healthy living and civic training.

The education demands the implementation of a school that responds to the different accelerated changes and challenges that our society is experiencing, as a result of technological advancement and new forms of access to knowledge, which is why innovative managers and teacher committed to providing quality education (Sánchez & Araya, 2013, cited by Quispe-Pareja, 2020; González-López, 2019; Acevedo, Valenti, & Aguiñaga, 2017; Medina, 2006).

Teacher management is essential for the diagnosis of students to carry out specific strategies for the development of reading and writing in elementary school. Consequently, the children, teachers, mother and fathers are involved in the school for such a diagnosis. For the management of the teaching of reading and writing, the implementation of the plans and study programs of Mexico is essential. Furthermore, the realization of a planning that is focused on each profile of the children of the first grade. Finally, the infrastructure of the school also depends on the strategic planning of the teacher for this master plan.

This diagnosis is an evaluation refers to a fundamental tool in the development of the curriculum for academic training, which can be made up of exercises, which provide prior information on the capacities that the student body has developed or on the knowledge of a subject, according to the proposed activities (Lovatón Sarco, 2012 cited, by González-López, Machin-Mastromatteo & Tarango, 2020a; b).

METHOD

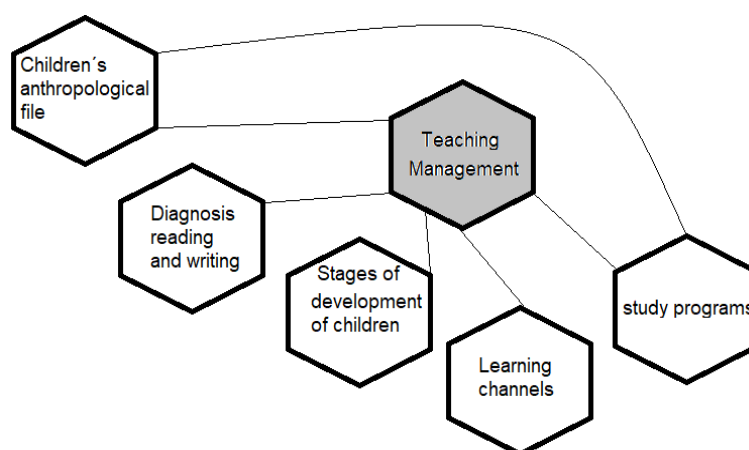
The methodology is qualitative, based on an analytical diagnosis focused on elementary school children, this study was carried out in September 2020 at the beginning of the distance basic education school year through Google Meet and phone calls in a primary school of Chihuahua, Mexico.

The participants were 19 students, 13 girls and 16 boys between the ages of five and six. For data collection, the first instrument called the anthropological record was used to find out the interests, family and personal issues of each child, the second instrument was reading and writing exercises, the third instrument, the list table of children with their averages of the four

subjects they study. Fourth instrument is what stages of reading and writing each of the children are in, and finally the instrument of the learning channels to know how the boys and girls of the first grade learn.

The participants were 19 students, 13 girls, and 6 boys between five and six years old. For data collection, the first instrument called the anthropological record was used to find out the interests, family and personal issues of each child, the second instrument was reading and writing exercises, the third instrument, the table with their averages of the four subjects they study. Four is what stages of reading and writing each of children are in, and finally the instrument of the learning channels to know how the children of the first grade learn.

Consequently, the list of expected learning to carry out the first quarter of primary education, obtained from the Mexican study program (Figure 1). In addition, teaching learning strategies for the development of literacy in children were used as essential content (González-López, 2019).



Source: Own elaboration

Figure 1. Method for the Management of reading and writing

Result/Findings

The first part of the results according to the diagnosis and method used in this research:

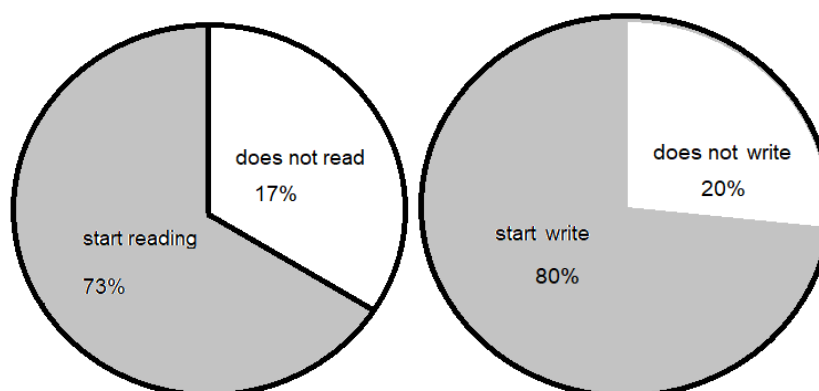
Table 1. Anthropological Archives of each of the boys and girls

Number ID	Interests for a child	Specifics educational needs	Reading skills	Writing skills	Social skills	Socioeconomic level
1	Math	No	Low	Low	Good	Low
2	Travel, buy toys, earn money, read, cellphone use, learn to speak, sign in english	No	Low	Low	Good	Low
3	Play in the park	No	Low	Low	Good	Low
4	Play	No	Low	Low	Good	Low

Number ID	Interests for a child	Specifics educational needs	Reading skills	Writing skills	Social skills	Socioeconomic level
5	dance, jump, Paint and dress up	No	Low	Low	Good	Low
6	Dance, play, pain and watch movies	No	Low	Low	Good	Low
7	play	No	Low	Low	Good	Low
8	play	No	Low	Low	Good	Low
9	play	No	Low	Low	Good	Low
10	play	Yes	Low	Low	Good	Low
11	play	No	Low	Low	Good	Low
12	Dolls, pets, painting, doing experiments	No	Low	Low	Good	Low
13	play	No	Low	Low	Good	Low
14	Sing, dance, expose and rise a bike	No	Low	Low	Good	Low
15	Draw and paint	No	Low	Low	Good	Low
16	Play in the park and paint	No	Low	Low	Good	Low
17	play	No	Low	Low	Good	Low
18	Play skates, be doctor	No	Low	Low	Good	Low

Source: Own elaboration

Table 1, The results of the anthropological files of each of the students are shown for the beginning of teaching according to the expected learning of the Mexican study program. For example, interests for children, specific educational needs, reading skills, writing skills, social skills, and socioeconomic levels.



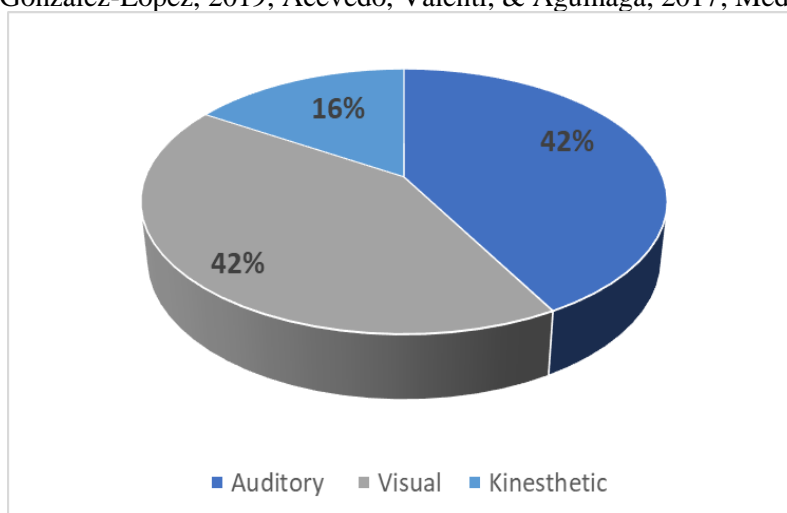
Source: Own elaboration

Figure 1. Diagnosis from reading and writing

The two development stages of the children studied in this research are pointed out by Mansilla (2000) as the end Early Childhood (0-5 years) have development and growth control. It is more attractive to exogenous interest as it is less risky. In addition, the students of this research are in the beginning of the second stage of childhood (6 to 11), which is characterized by their openness to the external world and by the accelerated acquisition of skills for interaction.

In this period children have a lower risk than in early childhood, which also decreases inversely with age, so the development and growth control is carried out annually. For their part Martins de Souza & Ramallo (2015) point out that it is an age in which the architecture of the brain is formed, based on the interaction between genetic inheritance and the influences of the environment in which the child lives.

Therefore, the children of this age stage should treat the first year as a complete cycle and as a selection program as the most powerful in the entire school year, as indicated (Bowles, 1981). Due to the teaching of reading, writing, adaptation, integration communication with their peers, acquisition of basic knowledge for lifelong learning and development of skills that strengthen their stay in the first grade of primary school. For there to be quality in education in children, it is essential to make a diagnosis for lifelong learning (Sánchez & Araya, 2013, cited by Quispe-Pareja, 2020; González-López, 2019; Acevedo, Valenti, & Aguiñaga, 2017; Medina, 2006).



Source: Own elaboration

Figure 2. Learning channels from children of elementary school

The table 2, mention the expected learning from study programs in children of elementary school. It is one of the most important topics to teach first grade children.

Table 2. Study programs for development in first elementary school

Knowledges of the environment	Spanish	Math	Socio-emotional education
My body can be an instrument musical	Development and writing reading	Development addition subtraction	I learn calm down and

Knowledges of the environment	Spanish	Math	Socio-emotional education
My traditions and costumes	Read information notes	Mathematic thinking	Development values
Changes during the year	Thinking differences, similarities, classification, describes, create text, inference	skills; Estimate and compare weights and capacities direct way	Together we have learned
Date of birthday	Development Information skills	Math skills	Communicate my emotions
Time line	Reading of different text	Communicate outputs	I express how I feel
Living beings	Writing of sentences	Symbols	Express when I feel good
I take care of my body	Features of texts	add, subtract from 1 to one hundred	Know my rights

Source: Secretary of Public Education (2020).

For the selection of teaching-learning methodologies, it is important to consider different criteria; presentations, discussions or group work, individual learning, levels of cognitive objectives, number of students that can be covered, ability to promote autonomous and continuous learning (Fernandez, 2006 cited by Fortea, 2019; Meneses, 2007).

As the researchers Fortea (2019) and González-López, Machin-Mastromateo y Tarango (2020a: b) the teaching learning methodologies of competencies such as the conference. Which consists of the teaching-learning methodology that will be used for the pedagogical intervention to the children of primary education is the didactics to developed skills for reading, writing, mathematics and knowledge of the enviroment.

Lectures teaching learning methodology consists of an expository method consisting of the presentation of a logically structured topic in order to provide information organized following appropriate criteria for the intended purpose. Focused fundamentally on the verbal presentation by the teacher of the contents on the subject and object of study (Montenegro-Velandia et al., 2016; Alcoba, 2013).

Didactic contract method consist in that the student and teacher explicitly exchange opinions, needs, projects and decide in collaboration how to carry out the teaching-learning process and reflect it orally or in writing. The teacher offers learnig activities, results and evaluation criteria; and negotiates with the students their learning plan.

CONCLUSION

It is concluded that the management of educational information files for the training of children are fundamental for the development of reading and writing, essential to strengthen the teaching practice and development of first grade boys and girls. It is very important to start from a diagnosis to know the strengths and weaknesses of the students to strengthen their learning. This management must be strict and with a methodology for the success of first grade, pedagogy-learning, especially the methodologies developed for successful school management.

It is concluded that file management for the development of reading and writing is essential to strengthen teaching practice and success in pedagogy. Planning, archive, files each student is essential for the success in pedagogy, especially orderly and situated to the students. Finally, the diagnosis can be applied personally or online, so that it provides elements for an educational intervention that leads students to learn permanently. Questions arise to others research. Is situated pedagogy the principal of success for primary school students? Is the management of educational records essential for school success?

REFERENCES

- Acevedo, C., Valenti, G., & Aguiñaga, E. (2017). Gestión institucional, involucramiento docente y de padres de familia en escuelas públicas de México. *Calidad en la educación*, (46), 53-95.
- Alcoba, J. (2013). La clasificación de los métodos de enseñanza en educación superior. *Contextos Educativos. Revista de Educación*, 0(15), 93-106.
- Bowles, F. (1981). *Etapas del desarrollo educativo. Revista Colombiana de Educación*.
- Fortea, M. A. (2019). *Metodologías didácticas para la enseñanza/aprendizaje de competencias. Materiales para la docencia universitaria. Unitat de Suport Educatiu de la Universitat Jaume I*
- González-López, M. (2019). Habilidades para desarrollar la lectoescritura en los niños de educación primaria. *Revista Estudios en Educación*, 3(4), 45-68.
- González-López, M., Machin-Mastromatteo, y Tarango (2020a). Evaluación diagnóstica de habilidades de pensamiento e informacionales a través del diseño y aplicación de tres instrumentos para estudiantes de primer grado de educación primaria. *Revista Educare*, 24(3), 1-25.
- González-López, M., Machin-Mastromatteo, y Tarango (2020b). El pensamiento informacional a través de las habilidades informacionales. *Ciencias de la Información*, 51(1), 11-17.
- Mansilla, M.E. (2000). Etapas del desarrollo humano. *Revista de Investigación en Psicología*, 3(2), 105-116.
- Martins de Souza, J. y Ramallo, M. (2015). Desarrollo infantil: análisis de un nuevo concepto. *Revista Latino-Americana. Enfermagem*, 23(6), 1097-1104.
- Medina, A. (2006). Enseñar a Leer y a Escribir: ¿En qué Conceptos Fundamentar las Prácticas Docentes? *Psyche (Santiago)*, 15(2), 45-55.
- Meneses, G. (2007). *El proceso de enseñanza – aprendizaje: el acto didáctico. Universitat Rovira I Virgili*
- Montenegro-Velandia, W., Cano-Arroyave, A.M., Toro-Jaramillo, I.D., Arango-Benjumea, J.J. Alveiro Montoya-Agudelo, C., Vahos-Correa, J.E., Pérez-Villa, P.E, y Coronado-Ríos, B. (2016). Estrategias y metodologías didácticas, una mirada desde su aplicación en los programas de Administración. *Educación y Educadores*, 19 (2), 205-220.
- Mora, J. Z. & Morales, S.P. (2016). Fortalecimiento en los Procesos Lecto-Escritos en Primera Infancia a través de Blended-Learning. *REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación*, 14 (1), pp.117-135.
- Moyano, E.I. (2018). La enseñanza de la lectura y la escritura académicas mediante programas a lo largo del curriculum universitario: opción teórica, didáctica y de gestión. *DELTA: Documentação de Estudos em Lingüística Teórica e Aplicada*, 34(1), 235-267.
- Quispe-Pareja, M. (2020). La gestión pedagógica en la mejora del desempeño docente Investigación. *Valdizana*, 14 (1), 7-14.
- Secretaría de Educación Pública (2020). Aprendizajes esperados de educación primaria. SEP.

