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

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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 elemental 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 ready and writing essential to strengthen teaching practice and success in teaching.

Keywords: Education; management; pedagogy

INTRODUCTION

Learning management is a work that reflect 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 un 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 through 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 exercise, 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.

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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 exogamous 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 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).

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  | Development   | Development           | I learn calm down          |
| musical                       | and writing   | addition              |                           |
|                               |               | and subtraction       |                           |

Source: Own elaboration
Figure 2. Learning channels from children of elementary school
| 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 skills; differences, similarities, classification, order, describes, create text, inference | 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 (Fernández, 2006 cited by Fortea, 2019; Meneses, 2007).

As the researchers Fortea (2019) and González-López, Machín-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 environment.

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 explicitely 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 learning 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?

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