

Procena brzine čitanja i razumevanja pročitano¹

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Značajan korak u obrazovanju dece i prvi uslov za uspeh u školovanju predstavlja uspešno savladana veština čitanja i pisanja. Učenje čitanja i pisanja zauzima izuzetno važno mesto u nastavnom planu i programu, a metodička razmatranja i usavršavanja su stalni pratilac ove oblasti. Rezultati većeg broja studija pokazuju da deca sa oštećenjem vida ne čitaju jednako dobro kao deca tipičnog razvoja istog uzrasta i da najčešće ne uspevaju da dosegnu brzinu čitanja vršnjaka bez oštećenja vida.

Cilj rada je proceniti brzinu čitanja i razumevanje pročitano¹ kod slepih učenika adolescentnog uzrasta. Uzorkom je obuhvaćeno 35 slepih učenika (22 dečaka i 13 devojčica), uzrasta od 13 do 21 godine. Za procenu brzine čitanja i razumevanja pročitano¹ primenjen je Test za ocenjivanje sposobnosti čitanja (Kocić, Vladislavljević, Popović, 1983) koji je štampan na Brajevom pismu. Protokolom ocenjivanja sposobnosti čitanja se predviđa da učenici tačno naveđu deset određenih činjenica iz teksta, što ukazuje na nivo razumevanja pročitano¹, a vreme čitanja nije bilo ograničeno. U radu su korišćene deskriptivne statističke metode.

Prosečna brzina čitanja ispitanika utvrđena ovim istraživanjem je 51.6 reči u minuti, uz velike individualne razlike (min-10; max-130 reči/min). Bez

obzira na brzinu čitanja koja je na ukupnom uzorku niža od prosečnih testovnih vrednosti (235 reči u minutu za decu tipičnog razvoja), 79% ispitanika ima visok nivo razumevanja pročitano¹. Slepim adolescentima čitaju znatno sporije od učenika tipičnog razvoja, što može ometati akademski domet ovih učenika. Ohrabruje činjenica da je razumevanje i zapamćivanje pročitano¹ kod slepih adolescentina veoma visokom nivou.

Ključne reči: Brajevo pismo, brzina čitanja, razumevanje pročitano¹, slepi adolescenti

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Evaluation of reading speed and reading comprehension in blind adolescents¹

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A significant step in education (of children) and the first condition for success in education are successfully mastered reading and writing skills. Learning to read and write has a very important place in the curriculum, and methodological analysis and improvement are constantly present in this area. Results of a number of studies show that children with visual impairment do not read as well as children with typical development of the same age; also, visually impaired children often fail to reach reading speed of their peers with normal vision.

The goal of this paper is to assess reading speed and reading comprehension in blind adolescents. The sample included 35 blind students (22 boys and 13 girls) aged 13 to 21. The Test for assessing reading skills, printed in Braille, was used for the assessment of reading speed and reading comprehension. According to the protocol provided for Evaluation of reading skills, students should clearly identify ten specific facts from the article, which indicates the level of reading comprehension. Reading time was not limited. Descriptive statistical methods were used.

The average reading speed determined in this study was 51.6 WPM (words per minute), with high individual differences (min-10; max-130 WPM).

Regardless of the reading speed, which is in the total sample lower than the expected value of the test (235 WPM for children with typical development), 79% of the respondents have a high level of reading comprehension. The fact that blind adolescents read more slowly than students with typical development can impede their academic achievement. It is encouraging that understanding and memorizing what has been read in blind adolescents is at a very high level.

Key words: Braille, reading speed, reading comprehension, blind adolescents

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