

Resume

Title:

The applicability of Zoltán Zelk's tales among children with learning disabilities

Nowadays, in addition to behavioral and integration disorders, learning problems or learning disorders are also common school problems. Today's fast-paced lifestyle, workplaces that demand more and more responsibility, and long working hours do not make it easy for parents to take care of children. Taking into account the trends of the past years, a lag in many areas of children's development can be observed even before school age, to which digital devices contribute to a large extent.

Looking at the screen, the children get a ready picture of what was said, in very quick succession and with many impulses. There is no need to use their thinking, their imagination, their abstract thinking, their memory, which are skills needed for later schooling and education. Creative activities at home, hand-made holiday decorations, garden works with dad, baking cookies with grandparents are becoming rarer in family life. Playing with beads, drawing, painting, plasticine, legos are all great activities to help your child learn their graphomotor skills.

When reading an evening story to the children, we use their imagination and fantasy, which is a prerequisite for a kind of creativity. Children whose parents read fairy tales more often are more likely to have more developed abstract thinking and abstraction skills. In addition to strengthening the family bond and the parent-child relationship, this activity is also useful for children in school learning, Hungarian language, mathematics and art classes. In my research, I presented the most serious of learning problems, learning disorders, which can have several causes. Children's abilities are heterogeneous, deficiencies appear in different areas. This atypical developmental process requires complex development, it must be implemented with the cooperation of specialists, keeping in mind the child's interests and personality. In addition to the teachers who teach at the school, a special pedagogue usually takes part in teamwork.

Based on my previous studies, I know that children with learning difficulties often have difficulty learning to read, which causes problems even when solving tasks independently. Examining the textbooks used in schools, I found that, despite this, most textbooks are best characterized by independent problem solving, the frontal work method, which is determined

by a written test at the end of each chapter. The question is to what extent a child with a writing disorder can transfer his knowledge in this form.

In the first part of my thesis, by reviewing and processing the literature, I wanted to determine the definitions related to the research I conducted and examine them from several directions. Within the definition of disability, outline the ability structure of children with learning disabilities, their educational opportunities in Hungary, and describe the parts of the National Basic Curriculum that apply to them.

After the theoretical questions of the research part - Zoltán Zelk, story selection, age relationships - the set goal guided my research as a whole. My main objective was to examine the applicability of Zoltán Zelk's tales 5-6. in the development of children with learning disabilities in class. Since in Hungary, the care and development of children with special educational needs and learning disorders is differentiated, in the light of their individual competences and needs, based on the individual development plan prepared by the teachers and special education teachers, my goal could not be that the tasks have a maximum developmental effect for all children away, since I could not know the individual ability structure of the students. I prepared the tasks according to the expected level based on the processed literature. In the first part of my thesis, by reviewing and processing the literature, I wanted to determine the definitions related to the research I conducted and examine them from several directions. Within the definition of disability, outline the ability structure of children with learning disabilities, their educational opportunities in Hungary, and describe the parts of the National Basic Curriculum that apply to them.

As a special education teacher, I have often experienced that fairy tales can be used extremely well during individual and pair work, in connection with Hungarian classes, but I had no experience with class-level group, cooperative processing, only in frontal, mainly individual work.

I would like to introduce the special pedagogic approach to grades 5-6 in coordination with the framework curriculum of Hungarian language and literature (SNI) of the National Basic Curriculum. for the reading lessons of first-grade children, to evaluate their applicability, developmental and motivating effect, with the help of pedagogues who have worked as teachers for several years and have specialized knowledge.

The group work form created a new way of thinking, working together, and learning for the children, and it was a positive feedback for me that the participants really liked the group, cooperative work form, different from the usual frontal task solution. Based on the reflection

of the teachers, the students enjoyed the joint task solution, they liked that they could help their peers, they could feel like a useful member of the group.

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After analysing the data from the returned questionnaires, it was also confirmed that children with different ability structures participated in the research, which was also reflected in the responses, whether we look at the time frame or the difficulty level of the tasks. These differences were expected in advance. It has been confirmed that certain types of tasks are more difficult for most children with learning disabilities.

Several teachers received positive feedback regarding the degree of difficulty of the tasks, they emphasized that the two story processing classes pointed out the children's lagging behind, and said that more emphasis will be placed on the development of these areas in the future.

Despite the initial difficulties (coronavirus, quarantine, few returned questionnaires at first), I believe that the goal of my research was achieved, I received a unanimous (yes) answer as to whether the fairy tales I chose by Zoltán Zelk can be used in grades 5-6 as defined in the National Core Curriculum. 1-4 of the framework curriculum of the Hungarian language and literature course developed for students with special educational needs for the development of skills defined in its topic, among children with learning disabilities.