Teachers' Opinions on the Teaching Methodology for Standard School Scripts in Initial Reading and Writing in the Croatian Language

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Abstract

Standard school scripts are intended for teaching initial reading and writing in the Croatian language. They come as a result of the scientific-research project Language-Art Standards in Initial Reading and Writing in the Croatian Language and are included into the Croatian orthography (Hrvatski pravopis, 2013). They have been implemented in the first grade of primary school in the 2014/2015 academic year. The paper presents the content of initial reading and writing within the framework of the subject Croatian Language and we test the opinions of participants, teachers and other professionals in education on the relevance of implementing standard school scripts as an element of language identity, on the agreement of standard school scripts with developmental characteristics of pupils and the retention of clarity of handwritten script based on teaching standard school scripts. We present the opinions of participants on the relevance of elements necessary for a methodological structuring of teaching initial reading and writing, on the necessity of assessing clarity of handwritten scripts and the need to train teachers for writing standard school scripts. Participants in the research find that standard scripts for initial reading and writing are an important indicator of language identity and recognize the relevance of elements necessary for a methodological structuring of the teaching of initial reading and writing. Furthermore, they find it necessary to assess the clarity of handwritten script and to train teachers for writing in the standardized school scripts.

Key words: *Croatian language; initial reading and writing teaching methodology; standard school script.*

Introduction

In the context of teaching initial literacy in the Croatian language (in the segment of teaching formal school letters) certain aspects from the mother sciences (linguistics, graphemics, typography, psycholinguistics, psychology) are taken into consideration and particular attention is given to the processing of the spoken language modality into the written one. Such processing is the foundation for establishing a methodological instrument for teaching formal school letters. The teaching phases and situations encompass *motivation* (sound sensitization); *introduction to the upper and lower case printed letters* (global reading, reading word patterns, introduction to the new sound/ letter, voice analysis and synthesis, searching for new word patterns); *sound-letter transfer* (new sound observation, drawing the upper case and lower case letter, writing letters and words) and *reading and writing words, sentences and text (reading words, reading sentences, writing).*

The language and linguistic sign relationship was explained by Ferdinand de Saussure back in 1922 (translation by Vojmir Vinja, 2000) describing the importance of the letter for learning language. In his work *Course in General Linguistics*, he emphasizes the significance of the linguistic sign and the causes of its influence on the spoken language. "Speech and language are two different sign systems; and the only reason for the existence of the second is the presentation of the first… However, the written word is so intertwined with the spoken (of which it is the reflection) that in the end it manages to acquire the main role" (de Saussure, 2000, p. 72). The reputation of the written word is evident in the following: the graphic image of a word is the one which permanently and firmly secures the unity of language over time; the written trace of language is clearer and more lasting than the acoustic one; a letter represents a standard language which is standardized through grammar, orthography and dictionary. De Saussure explains that the written language takes primacy over speech because it is directed by a code. He does not consider that relationship to be a natural one as the spoken language (in language development) precedes the written language.

"Considering that the spoken language precedes the written one (both in the phylogenetic and ontogenetic sense), learning to read can be observed as the learning of visual shapes which in a regular manner match words that already exist in speech. What is actually being learned can be referred to as the rules of the grapheme-phoneme agreement according to which the shape of a letter is translated into a (sound) form which is a product of the listening analysis of the spoken word" (Erdeljac, 2009, p.102).

All of the above leads to the conclusion that there is one Croatian language, with two modalities of language use, the spoken and written language. Recent literature has been concerned with the processing of speech into the written language and the path which connects the written word and its meaning. The organization of such mental processes encompasses the *phonological route* and the *lexical route*. The phonological route presupposes a quiet articulation of words as a precondition for reaching word meaning. The author Stanislas Dehaene (2013) explained phonological recoding as a

process characteristic of young readers; the efficiency of reading by skillful readers is based on the direct lexical route – from letter strings to word meaning.

The mentioned awareness is related to the linguistic context which, within the fundamental sciences of Croatian Language Teaching Methodology[1], is the foundation to creating a methodology for teaching initial reading and writing. The area of teaching initial reading and writing is interdisciplinary as it involves "processes of thinking, learning, understanding the symbolism of letter, sound and word and acquisition of grapho-motor and articulation skills, graphic knowledge and skill in writing" (Bežen, 2011, pp. 39-40).

The assessment of first grade pupils' phonological awareness is an important segment which further guides the methodology for teaching initial reading and writing in the Croatian language. The results of pupils' achievement in solving tasks related to phonological awareness (Bežen et al., 2013) indicate that pupils (N=127) in the highest percentage provide correct answers to tasks such as determining word boundaries in sentences (94.5%) and in tasks such as sound/phoneme linking in a word (93.7%). The pupils were also successful in solving tasks such as determining syllables in words (81.9%), determining the initial phoneme/sound in a word (89.8%) and determining all phonemes/sounds in a word (80.3%). A smaller percentage of the pupils correctly solved the tasks of deleting phonemes/sounds (26.8%), adding phonemes/sounds recognition (37.0%), adding phonemes/sounds – inserting (10.2%). The authors mention that the tasks requiring erasing phonemes/sounds, adding or inserting should be included into the preparatory tasks for initial reading and writing at the onset of the first grade so that having a developed awareness of the sound could be a precondition for successful learning of initial reading and writing.

Theoretical Framework

Lately, the issue of script for initial reading and writing has been given particular attention in European countries as new research in the area of child development, psycholinguistics and typography[2] emerges. Some of the aims are the simplification of orthography, elimination of excess and graphomotorically demanding script (Bežen & Reberski, 2014). Based on the first scientific-research project on that issue, Croatian standard school scripts for initial learning of reading and writing have been developed and included into the Croatian Orthography of the Institute for Croatian Language and Linguistics (Hrvatski pravopis, 2013). The letters for initial teaching of reading and writing in the Croatian language (authored by Assoc. Prof. Art Siniša Reberski) are the

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[1] "Croatian language teaching methodology – is a scientific branch in the interdisciplinary field of humanities which deals with teaching the Croatian language as educational content in preschool education, i.e. the subject Croatian Language in primary schools and high schools… Methodology of teaching initial reading and writing is a special discipline of the Croatian language teaching methodology which, generically, belongs to preschool and primary school teaching methodology and includes an artistic area (graphic design)" (Bežen & Reberski, 2014, p. 265).

[2] "Typography – the art and skill of text formation using various types of letters and graphic materials" (Bežen & Reberski, 2014, p. 268).

results of the scientific project Language-Art Standards in Initial Reading and Writing in the Croatian Language, at the Faculty of Teacher Education, University of Zagreb (Project leader: Full Prof. Ante Bežen, PhD). The project was active from 2006 until 2014. The following researchers participated in the project: Prof. Ante Bežen (project leader); Associate Prof. Art Siniša Reberski; Prof. Art Vladimir Kuharić; Assistant Prof. Jadranka Nemeth-Jajić, PhD; Assistant Prof. Vesna Grahovac-Pražić, PhD; MSc. Nada Lagumdžija; MEd. Martina Kolar Billege, Zrinka Vukojević, primary teacher and MArt Tamara Jurkić-Sviben. Since 2014/2015 standard school scripts have been required for teaching initial reading and writing from the first grade of primary education in the Republic of Croatia. All textbooks for initial learning (initial learning of reading and writing) have been designed in accordance with the *Croatian Orthography*, and according to the regulation of the Ministry, they include the new school orthography – standard school scripts.

The formation of formal and cursive Latin school letters as a means of coding and decoding messages, and as visually formed elements, are of great importance for initial learning as they can become part of a person's identity even after schooling. That identity, at a global level is part of the identity of the Croatian people. The main task is to achieve success among pupils in coding the written message, clarity of pupils' handwriting, tidiness in writing and a feeling for the aesthetic, while the ultimate aim is the "development of handwriting with a personal mark". "We should not forget that handwriting is also a signature – that which represents and identifies us" (Bežen & Reberski, 2014, p. 96).

The Croatian standard school scripts[3] for initial teaching of reading and writing are: formal upright school script, formal cursive school script, cursive handwriting school script and upright handwriting school script.

The teaching methodology context implies a scientifically grounded approach to the content and implementation of graphomotor practice, a selection of types of graphomotor practice, the nature of the script (the degree of slant), the appearance of the school script ruled lines, hand position and pencil grip. Furthermore, the following aspects of the teaching methodology for initial writing are relevant: elements that form letters, their names and direction of writing, practicing the rhythm which is closely linked to fast and accurate writing and the sense for graphomotor rhythm while writing. Graphomotor pre-activities should be a norm and in the context of teaching methodology must have an optimal time-frame. Such practice activities should be purposeful, and that depends on the methodical structure of the teaching and the system of teaching implementation (the role of the student, role of the teacher, role of the teaching content). Practical teaching implies graphic formation of the visual base for the perception of the mentioned school letters and examples of connecting

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[3] "Letter – grapheme – visual sign representing a phoneme – sound – … Spelling – a set of rules for writing a phonetic handwriting script. Croatian school spelling is a set of rules for writing the Croatian school scripts " (Bežen & Reberski, 2014, p. 267).

and spacing letters. "Cognitive, communicative and kinesthetic stimuli, which form the basis of tasks, encourage student activity, while the content is in harmony with the aims of Croatian language teaching" (Bežen et al., 2012, p. 8).

It is good to expose students to foreign handwriting scripts and to various fonts as in initial teaching the student will become sensitized and be able to decode various letters in particular texts.

Writing motor control[4] should be aligned with spatial and temporal factors so as to form a written text through letters. That means that the art and skill of forming text is conditioned by school letters through which a child transfers the thought and spoken modality into the written one.

The script is particularly important for the standard language. The standard language complies with the orthography giving it first-class importance. The aim of Croatian language teaching is to teach students the standard language. "Only effective acceptance and understanding of language as a means of communication (and not simply a system embedded in grammar) will familiarize students with the power of one's own language in their expression of communicative needs and personality, which is known as functional language learning. That direction leads to attractiveness and creativity of language teaching which should be provided with new implementation micromodels for particular teaching stages and situations" (Kolar Billege, 2014, p. 203).

In the chapter entitled *Representation of a language by writing* from de Saussure's book *Course in General Linguistics* (2000) the author emphasizes the necessity of researching this issue. "Languages are mostly known to us only through writing. Even in the case of our native languages, the written form constantly intrudes …" (p. 71). According to de Saussure the graphic presentation of words is permanent and strong and ensures continuity of a language over time. The graphic image is imposed in the end over sound.

Writing is a graphomotor activity, and a script is a system of signs which code and decode content (meaning of thought). "Writing is an activity through which thought processes are translated into a visual representation. The system of visual representation of thought content is known as script/letters. A script is a system of signs of a particular number, a closed-arrangement of signs and a clear manner of coding and decoding. The binding of those signs to the spoken language, i.e. word, will create a new form of script which we refer to as logographic (Greek. *logos* – speech, word, notion) in which signs represent a word" (Reberski, 2005, p. 229).

The starting point of children's writing can be observed while holding a pencil for the first time, first lines created on paper, first drawing. At the age of three (Kuvač, 2007) children clearly display some characteristics of writing. They acquire the

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[4] "Rhythm in script – the regularities of repetition in a line of letters. Visual rhythm emerges as a result of a high level of the graphomotor skill. The first precondition is acquisition of the visual base, followed by improvement in graphomotor skills and in the end achieving fast paced writing" (Bežen & Reberski, 2014, p. 267).

horizontal orientation and some characteristics of letter forms. That is how a child begins to recognize that letters are created from a certain number of shapes.

During this period, the written Croatian language can be divided into acquiring the skill of sound-letter transfer, skill of writing in the Latin script, writing words, sentences and short texts. Acquiring the skill of writing is related to language skills of speaking, listening, reading, observing and signing. "Therefore, in an alphabetic script a pupil must hear sounds whose symbols are noted within the written word. The pupil links the sounds into a word and only then comprehends its meaning. The advantages of alphabetic scripts are that anyone can read each word in such a language if the person knows which letter stands for which sound" (Čudina, 2014, p. 72). The pupil transfers the spoken word into the written word, therefore, the spoken language precedes the written one.

"In order to write well, one should align posture, hand-pencil position with the position (angle) of the paper. The pencil should be seen as a continuation of the forearm thus expressing our anatomical abilities to the fullest" (Reberski, 2005, p. 239). During the initial phase of writing, letters are written through movements of all joints starting with the shoulder, through the elbow to the metacarpus but not finger joints. Exposure to writing is the precondition for writing. Through a variety of writing practice at that age we promote the harmony of hearing, sight and motor skills in order for a child to independently acquire the skill of writing and then towards the end of first grade to be able to form words, sentences and short texts. Success in writing will be based on various forms of writing (copying letters, words and sentences, answering questions, creating independent sentences with a picture prompt or object and guided writing on a set topic).

Writing in Croatian language and teaching of writing in initial mother tongue teaching in the first grade of primary school encompasses the acquisition of initial reading and writing of letters, words, sentences and short texts. The pupil acquires the writing skill (writing letters of the Latin alphabet). "A child's written expression shows the level of intellectual and language experience, adding to that the child's age and tasks for a particular grade level" (Vodopija & Smajić, 2006, p. 264). A first grade pupil learns the formal and handwriting script. Such knowledge and skill set the foundation for acquiring the reading and writing skills. Considering that this is the period when initial reading literacy is being acquired, the pupil together with the acquisition of the grapheme system acquires the entire process of written expression (formation of standard school letters, application of orthographic norms, grammar, syntax and the lexical level). During that period, a deviation from the norms of the written texts and indicators of the culture of writing are allowed as the pupil cannot differentiate the written modality of language from the spoken modality, i.e. it cannot skillfully separate elements of the spoken and written language modalities. "The independence of the written language consciously begins at the end of the second grade" (Rosandić, 2002, p. 13). The aim of teaching initial reading and writing is to enable the pupil (writer) to, while writing, halt the process of writing and contemplate his or her own creation of text while selecting lexical units, their combinations in

the written text so as to logically connect them. "Writing represents a high degree of abstraction. It does not entirely track speaking (it is hard to transfer all the synthetics of speech into writing; punctuation is simply an attempt to express the spoken word in the written expression). When we relate the mentioned with knowledge of man's phases of development, it is evident why pupils find writing difficult – a child is used to having a collocutor and the disposal of all the characteristics of the spoken language, which cannot be used in writing" (Visinko, 2010, p. 73).

In spoken communication the pupil is focused on the collocutor (peer, teacher) while in writing the pupil independently uses his or her acquired skills of the analytical-synthetic sign structure of the mother tongue. The written language requires the accuracy of transfer of the objective reality, inner feelings, subjective experiences, thought processes and attitudes into the written expression. That transfer, in particular, causes problems in the first grade of primary school making it important to teach writing and text editing within the framework of language expression. Particular attention should be given to the methodology of teaching text formation (sentences and paragraphs) and their editing. Research results (Budinski, 2012) indicate that pupils use less than 50 words in a written text at the end of the first grade of primary school. The average number of words in a text is 39, i.e. the minimal number of words is 7, while the maximum is 151 (N first grade pupils = 385; N texts=1155; N words=49668). It is relevant to observe such data in the context of teaching methodology and in further research find reasons behind such a small number of words in particular texts. Possible reasons could be found in not implementing significant elements of the teaching process (speaking and listening as a precondition for the transfer of the spoken modality of language into the written one; the challenge in acquiring graphemes; hastening the process of learning to write).

In *The Methodological Approach to Initial Reading and Writing in the Croatian Language* Bežen (2002; 2007) provides mechanisms for learning and memorizing in initial reading and writing. They are particularly important in guided writing, and encompass interest (play or topic) and mechanisms of learning (trial-error, imitation, simulation and learning according to the model). First grade pupils, simultaneously with learning initial letters and sounds, and practicing reading and writing learn how to structure a sentence and a short essay. Furthermore, pupils are encouraged to acquire appropriate grammatical and orthographic facts and text comprehension.

"The written language is grammatically persevering, i.e. it depends on the grammatical norm. The syntactic organization of the written language is more complex than the syntactic organization of the spoken language. Lexical means of the written language are chosen in accordance with the demands of the functional style. Logical and emotional expression in the written language is achieved through the combination of lexical, stylistic and graphic means" (Rosandić, 2002, p.13).

Written expression is a more difficult (complex) form of language expression than speaking. A child acquires the speaking culture during the early language development,

while the written culture is initiated later – together with the acquisition of initial reading and writing, which generally coincides with enrollment into first grade.

In agreement with the mentioned, the research aim was to establish the opinion of teachers regarding the teaching methodology aspects for introducing standard school scripts in initial reading and writing in the Croatian language.

Research Methodology
Sample

The research was conducted in September 2014 on a convenient sample of teachers and other professionals in education (subject area teachers, principals, pedagogues, high-school teachers, and university teachers) (N=60) from the Republic of Croatia. The research results refer to the sample in terms of "teachers" and "others". "Others" signify all professionals in education who do not work in primary education (classroom teaching).

The sample of teachers was of the following make-up: 27% of teachers with an undergraduate degree, 65% of teachers with a higher education degree, and 8% of teachers who had acquired a Master of Education or Master of Science degree; 20% of the teachers in the sample were teacher mentors, 22% were teacher advisers and 58% were teachers who were neither mentors nor advisers. 57% of the participants came from Zagreb while 43% came from other cities. Furthermore, the participants in the sample were between 27 and 63 years of age.

Instrument

The instrument consisted of a questionnaire with four questions. In the first question the participants were required to express their agreement with the following statements: "Standard scripts for initial reading and writing are an important indicator of language identity.", "A systematically developed model of school scripts is in accordance with the developmental characteristics of first grade pupils." and "Teaching standard school scripts will enable a more lasting recognition of letters in handwriting." In the second question, participants had to assign points 1-5 with respect to the relevance of particular elements in shaping the teaching of initial reading and writing, "instructions for left-handed writing", "examples of connecting letters", "models of graphomotor pre-activities for writing standard school scripts". The third and fourth questions were yes/no questions in which the participants had to answer: "Should clarity of pupils' handwriting in primary education (grades 1-4) be assessed/evaluated?" and "Should all primary school teachers (classroom teachers and subject teachers) be trained regarding the writing of standard school scripts?" Socio-demographic data were obtained from the final part of the questionnaire.

Procedure

Data were collected in September 2014, more precisely at the beginning of the 2014/2015 school year during which the standard formal and handwritten letters for initial reading and writing were implemented in all schools in the Republic of Croatia. A specifically designed questionnaire was used as the instrument for data collection.

Data Analysis Methods

The methods of data analysis used include the following: descriptive statistics, percentages and Chi-square tests for testing differences between percentages. Normalities of distributions were tested for the purpose of checking the application of parametric or non-parametric statistical procedures. Considering the results, we have applied the following non-parametric statistical tests and procedures: Kolmogorov-Smirnov test, Friedman test, Wilcoxon test, Mann Whitney U test, Kruskal Wallis test and the Spearman correlation coefficient.

Problems and Hypotheses

Problem 1

Examine agreement in the opinion of workers in education regarding the importance of standard school scripts as an element of language and personal identity based on three statements: (1) Standard school scripts for initial reading and writing are an important indicator of language identity, (2) A systematically developed model of school scripts is in accordance with the developmental characteristics of first grade pupils and (3) Teaching standard school scripts will enable a more lasting recognition of letters in handwriting.

Hypothesis: Participants completely agree with statement (1) that standard school scripts for initial reading and writing are an indicator of language identity. Participants completely agree with statement (2) that a systematically developed model of school scripts is in agreement with the developmental characteristics of pupils in the first grade. Participants completely agree with statement (3) that teaching standard school scripts will enable a lasting recognition of letters in handwriting.

Problem 2

Test the opinions of participants regarding the significance of elements necessary for a methodological structure for teaching initial reading and writing.

Hypothesis: Participants will find the application of connecting school letters as the most significant one.

Problem 3

Test participants' opinions on the use of assessment/evaluation of clarity of handwritten letters.

Hypothesis: Participants assume that clarity of handwritten letters should be assessed/evaluated.

Problem 4

Test participants' perception on the relevance of educating teachers on writing standard school scripts.

Hypothesis: The participants assume that all teachers should undergo training on writing and using standard school scripts.

Results and Interpretation
Testing participants' opinions on the significance of standard school letters as an element of language and personal identity (Problem 1)

The first part of the questionnaire measured the agreement of participants with three statements: (1) "Standard scripts for initial reading and writing are a significant indicator of language identity", (2) "A systematically developed model of school scripts is in agreement with the developmental characteristics of first grade pupils" and (3) "Teaching standard school scripts will enable a more lasting clarity of handwritten letters") on a 5-point scale (1 – completely disagree; 2 – mostly disagree; 3 – neither agree nor disagree; 4 – mostly agree and 5 – completely agree).

The results shown in Picture 1 indicate that a majority of the participants completely agree with the statements "Standard scripts for initial reading and writing are an important indicator of language identity" (68%), "A systematically developed model of school scripts is in accordance with the developmental characteristics of first grade pupils" (45%) and "Teaching standard school scripts will enable a more lasting clarity of handwritten letters" (50%).
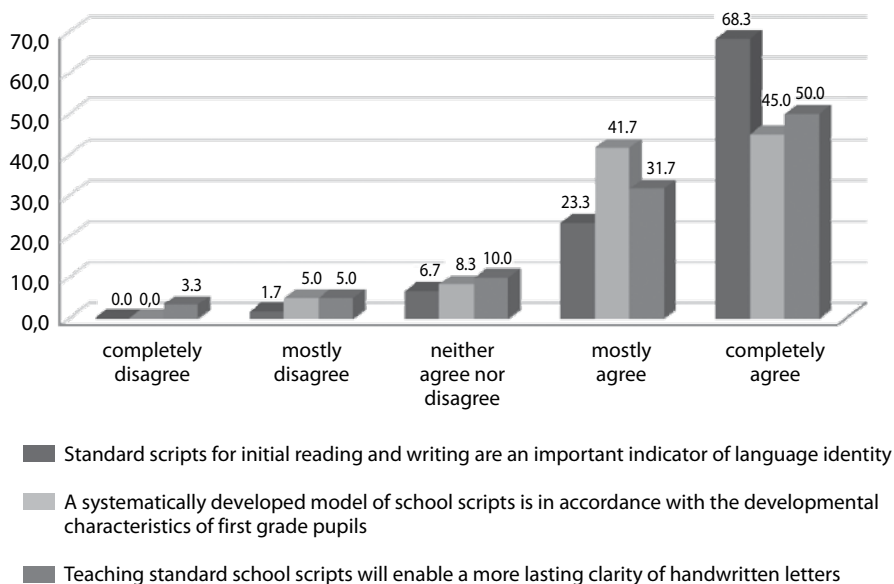

Figure 1. Participants' agreement with the statements on the significance of standard school scripts as an element of language and personal identity

The analysis of the χ^2 test results (Table 1) shows that there is a statistically significant difference in the number of particular answers for all three statements.

Table 1

χ^2 test results in assessing participants' agreement with the statements on the significance of standard school scripts as an element of language and personal identity

STATEMENT	χ^2	P
Standard scripts for initial reading and writing are an important indicator of language identity	66.3	<0.01
A systematically developed model of school scripts is in accordance with the developmental characteristics of first grade pupils	32.5	<0.01
Teaching standard school scripts will enable a more lasting clarity of handwritten letters	49.2	<0.01

LEGEND:
χ^2 - value of the Chi square test
P – probability error

If we compare the results visually, we can conclude that significantly more participants answered "completely agree" than otherwise to the following statements: "Standard school scripts for initial reading and writing are an important indicator of language identity" and "Teaching standard school script enables a lasting clarity of handwritten letters". For the statement "A systematically developed model of school scripts is in accordance with the developmental characteristics of first grade pupils" there was an equal percentage of answers "completely agree" (45%) and participants with partial agreement (42%). Participants' choice of the statement "mostly agree" or "completely agree" was significantly higher than their choice of all other statements.

In addition to these statements, we also tested for differences between groups. For testing purposes, we checked the image and normality of data distribution.

The distribution shows that the results significantly deviate from the normal distribution, and the data are presented in the results of the Kolmogorov Smirnov test which tested the normality of distribution for the three statements (Table 2).

Table 2

Results of the Kolmogorov Smirnov test in evaluating the normality of distribution of test results related to the statements on the significance of standard school scripts as an element of language and personal identity

STATEMENT	Z	P
Standard scripts for initial reading and writing are an important indicator of language identity	3.17	<0.01
A systematically developed model of school scripts is in accordance with the developmental characteristics of first grade pupils	2.05	<0.01
Teaching standard school scripts will enable a more lasting clarity of handwritten letters	2.17	<0.01

LEGEND:
Z – Kolmogorov Smirnov Z value
P – probability of error

After checking the normality of data distribution, we tested the existence of differences for the mean value which participants assigned for each statement using the Friedman test for testing significant differences between dependent groups (Table 3).

Table 3

Results of the Friedman test for testing differences in the mean values of the results to the statements on the significance of standard school scripts as an element of language and personal identity

STATEMENT	Average rank	χ^2	p
Standard scripts for initial reading and writing are an important indicator of language identity	2.22		
A systematically developed model of school scripts is in accordance with the developmental characteristics of first grade pupils	1.89	8.67	<0.02
Teaching standard school scripts will enable a more lasting clarity of handwritten letters	1.89		

LEGEND:
χ^2 – Chi square value
P – probability of error

The results of the Friedman test show that there is a statistically significant difference in agreement with the three statements between the participants (χ^2=8.67, p<0.02) with a 2% risk. Through a visual inspection of average ranks we can observe that there is a likely difference between the first statement and the other two. Table 4 shows the central values for all three variables.

Table 4

Central values of the results for statements on the value of standard school scripts as an element of language and personal identity

STATEMENT	C
Standard scripts for initial reading and writing are an important indicator of language identity	5.0
A systematically developed model of school scripts is in accordance with the developmental characteristics of first grade pupils	4.0
Teaching standard school scripts will enable a more lasting clarity of handwritten letters	4.5

LEGEND:
C – central value

According to the findings presented in the table above, it is evident that participants mostly completely agree with the statement "Standard school scripts for initial reading and writing are an important indicator for language identity" (C=5.0), that they mostly agree with the statement "A systematically developed model of school scripts is in accordance with the developmental characteristics of first grade pupils" (C=4.0) and that they mostly agree/completely agree with the statement "Teaching standard school scripts will enable a lasting clarity of handwritten letters" (C=4.5).

In order to test these conclusions, we additionally checked for differences in agreement with the last statement by comparing each statement independently with the other two using the Wilcoxon test for testing differences between two dependent groups. The results are presented in Table 5.

Table 5

Results of the Wilcoxon test for testing differences in the mean values of the results for the statements relating to the significance of standard school scripts as an element of language and personal identity

STATEMENTS	Z	p
statement 1 and statement 2	-2.87	<0.01
statement 1 and statement 3	-2.58	<0.01
statement 2 and statement 3	-0.39	>0.01

LEGEND:
Z – Wilcoxon Z value
P – probability of error

Statement 1 – "Standard school scripts for initial reading and writing are an important indicator of language identity"
Statement 2 – "A systematically developed model of school scripts is in agreement with the developmental characteristics of first grade pupils"
Statement 3 – "Teaching standard school scripts will enable a more lasting clarity of handwritten letters"

The results in Table 5 confirm the assumption that there are significant differences in the average agreement between statement 1 and the other two statements ($Z=-2.87$, $p<0.01$ and $Z=-2.58$, $p<0.01$) and that there are no differences in agreement between statements 2 and 3 ($Z=-0.39$, $p>0.01$).

We also tested (Mann Whitney U and Kruskal Walllis) for differences between groups of participants relating to place, rank, profession or education; however, no statistically significant differences were observed between groups.

Furthermore, we checked for correlation between the age and experience of participants and agreement in particular statements. The results of the Spearman non-parametric correlation coefficient are shown in Table 6.

Table 6

Results of the Spearman correlation coefficient in the evaluation of statistically significant correlation between age and work experience with agreement to the statements relating to the importance of standard school scripts as an element of language and personal identity

	Statement 1	Statement 2	Statement 3	Participants' age	Participants' experience
Statement 1	1	0.41**	0.25	0.47**	0.40**
Statement 2		1	0.39**	0.32*	0.25
Statement 3			1	0.30*	0.11
Participants' age				1	0.90**
Participants' work experience					1

LEGEND:
** – statistically significant correlation coefficient with 1% risk
* – statistically significant correlation coefficient with 5% risk
Statement 1 – „Standard school scripts for initial reading and writing are an important indicator of language identity"
Statement 2 – "A systematically developed model of school scripts is in agreement with the developmental characteristics of first grade pupils
Statement 3 – "Teaching standard school scripts will enable a more lasting clarity of handwritten letters"

The results in Table 6 show that there is a statistically significant positive correlation between agreement with all three statements and the participants' age (r=0.47, p<0.01; r=0.32, p<0.05 and r=0.30; p<0.05) indicating that the increase in the participants' age correlates with the increase in agreement with all three statements. The statement "Standard school scripts for initial reading and writing are an important indicator of the language identity" has a significant correlation with a 1% risk and for the other two statements a 5% risk

There is a statistically significant correlation between experience and one statement "Standards for school scripts for initial reading and writing are an important indicator of language identity" (r=0.40, p<0.01) with a 1% risk factor. Such a significant correlation results from the expected high correlation between the participants' age and experience (r=0.90, p<0.01).

Regarding the correlation between the statements, we can observe a statistically significant positive correlation between the statement "A systematically developed model of school scripts is in agreement with the developmental characteristics of first grade pupils" and the other two statements (r=0.41, p<0.01 and r=0.39, p<0.01). In other words, participants who agree with that statement statistically significantly agree with the other two statements. Correlations between statements 1 and 3 are not statistically significant. All the significant correlations obtained are low except for the correlation between age and experience which represents a significant and high degree of correlation between the two variables.

Testing opinions on the significance of elements necessary for a methodological structuring of teaching initial reading and writing (Problem 2)

In the second set of questions the participants were required to assign points to elements (standardized ruled lines for school scripts, instructions on holding a pencil (hand-pencil position), instructions for left-handed writing, examples of connecting letters and models of graphomotor pre-activities for writing standard school scripts) so as to answer the question how much would particular elements help in the methodology of teaching initial reading and writing. The task was to distribute the five possible points (1 – least helpful; 5 – most helpful) with respect to the importance of the 5 elements mentioned.

During the process of entering data, it was observed that some of the participants had not understood how the scale was to be completed (the points were not distributed, but the various elements were given the same points), the analysis of data in this question was done separately for two groups of participants based on how they dealt with the question: (1) Analysis of answers of participants who distributed the points within the 5 elements – 33% and (2) Analysis of answers of participants who marked the 5 elements, i.e. gave same points to some of the elements – 67%.

Analysis of answers of participants who distributed the points over the 5 elements

The number of participants who distributed the points over the 5 elements amounted to 33% (20 participants) resulting in the inability to conduct all the analyses. Considering the small number of participants, only the possible analyses will be shown.

Picture 2 shows the results related to ranking particular elements according to their importance. It shows that a great percentage of participants (35%) finds models of graphic pre-activities to be very important, i.e. 45% are of the opinion that such models are somewhat or very significant, and 50% of the participants find standardized ruled lines for letter writing somewhat or very important (only 10% find that to be very important).
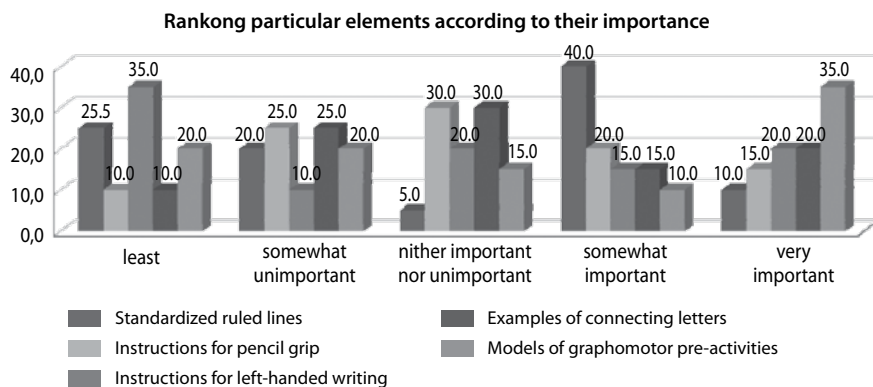

Figure 2. Participants' answers as distribution of points over the 5 elements

The analysis of the results by means of a χ^2 test (Table 7) indicates no statistically significant differences in the number of particular answers for the five elements presented.

Table 7

Results of the χ^2 test in distributing particular answers to various elements

STATEMENT	χ^2	P
Standardized ruled lines	7.5	>0.01
Instructions for pencil grip	2.5	>0.01
Instructions for left-handed writing	3.5	>0.01
Examples of connecting letters	2.5	>0.01
Models of graphomotor pre-activities	3.5	>0.01

LEGEND:
χ^2 - value of the Chi square test
P – Probability of error

Considering the rather small number of participants, and the consequent lack of significant differences, we further wanted to check whether there was any difference in the mean values for the importance assigned to individual elements. As the number

of participants was small, we did not calculate the statistically significant differences but the descriptive characteristics of the variables shown in the table below.

Table 8

Descriptive characteristics of the results for the independent variables

STATEMENT	M	C	D	sd	min	max
Standardized ruled lines	2.9	3.5	4.0	1.45	1	5
Instructions for pencil grip	3.1	3.0	3.0	1.23	1	5
Instructions for left-handed writing	2.8	3.0	1.0	1.59	1	5
Examples of connecting letters	3.1	3.0	3.0	1.29	1	5
Models of graphomotor pre-activities	3.2	3.0	5.0	1.61	1	5

LEGENDA:
M – arithmetic mean
C – central value
D – dominant value
sd– standard deviation
min – minimal value
max– maximal value

The results obtained are in accordance with the results in the graphical presentation where the independent variable "models of graphomotor pre-activities" is one of the most important factors.

Analysis of answers of participants who marked all 5 elements

From the entire number of participants, 67% (N=40) marked all 5 elements, i.e. assigned the same points to some elements. Their answers were analyzed separately.

Picture 3 shows the results related to the frequency of particular answers for different elements. It was observed that a majority of the participants (82%) believe the models of graphic pre-activities to be very important. Other elements received relatively equal percentages for the mark "very important" (from 65% to 70%).
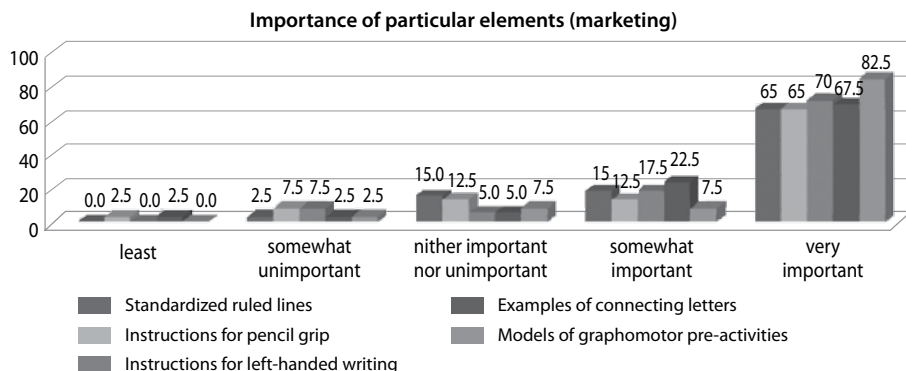

Figure 3. Analysis of answers of participants who marked all 5 elements

The results of the χ^2 test (Table 9) show that there is a statistically significant difference in the number of particular answers for all five elements.

Table 9

Results of the χ^2 test in marking the importance of particular elements necessary for a methodological structuring of teaching initial reading and writing

STATEMENT	χ^2	P
Standardized ruled lines	36.2	<0.01
Instructions for pencil grip	52.0	<0.01
Instructions for left-handed writing	44.6	<0.01
Examples of connecting letters	62.0	<0.01
Models of graphomotor pre-activities	70.8	<0.01

LEGEND:
χ^2 - Chi square test value
P – probability of error

Based on the visual comparison of results we can conclude that for all of the elements significantly more participants gave the answer "very important" in relation to the number of participants who gave other possible answers.

Relating to these statements, we also wanted to check whether there were differences between groups. In order to select the appropriate statistical test, we checked the visual representation and normality of distributions.

The distributions indicate that the results significantly deviate from the normal distribution. The data are indicated in the results of the Kolmogorov Smirnov test by which we tested the normality of distribution for these elements (Table 10).

Table 10

Results of the Kolmogorov Smirnov test in assessing the normality of the distribution of results on the elements necessary for a methodological structuring of teaching initial reading and writing

STATEMENT	Z	P
Standardized ruled lines	2.48	<0.01
Instructions for pencil grip	2.44	<0.01
Instructions for left-handed writing	2.59	<0.01
Examples of connecting letters	2.43	<0.01
Models of graphomotor pre-activities	3.07	<0.01

LEGENDA:
Z – Kolmogorov Smirnov Z value
P – probability of error

Table 11

Results of the Friedman test for testing differences in mean values of results for elements necessary for a methodological structuring of teaching initial reading and writing

STATEMENT	Average rank	χ^2	p
Standardized ruled lines	2.88		
Instructions for pencil grip	2.76		
Instructions for left-handed writing	2.99	7.29	>0.01
Examples of connecting letters	3.06		
Models of graphomotor pre-activities	3.31		

LEGENDA:
χ^2 - Chi square test value
P – probability of error

After checking the data distribution normality, we also tested for differences in the mean values which the participants assigned to each element using the Friedman test for testing significant differences between several dependent groups (Table 11).

The Friedman test results indicate that there are no statistically significant differences in the average significance of elements ($\chi^2=7.29$, $p>0.01$).

Table 12 shows the central values for the five elements.

Table 12

Central values of the results on the elements necessary for a methodological structuring of teaching initial reading and writing

STATEMENT	C
Standardized ruled lines	5.0
Instructions for pencil grip	5.0
Instructions for left-handed writing	5.0
Examples of connecting letters	5.0
Models of graphomotor pre-activities	5.0

LEGEND:
C – central value

According to the findings in Table 12 we can observe that the participants mostly found all the elements to be very important (C=5.0).

After that we tested (Mann Whitney U and Kruskal Walllis) for differences between participants with respect to the city they came from, their professional rank, profession or education; however, no statistically significant differences were observed between the groups.

Furthermore, we tested whether there was a statistically significant relationship between the participants' age and work experience and their evaluation of the importance of particular elements. The results of the Spearman non-parametric correlation coefficient are shown in Table 13.

Results in Table 13 show that there is a statistically significant positive correlation between the evaluation of the relevance of instructions for pencil grip and participants' age (r=0.35, p<0.05). In other words, with the increase in participants' age their evaluation of the relevance of having instructions for pencil grip increases. The correlation is significant with a 5% risk.

There are no significant correlations between the relevance of elements and participants' work experience.

There are statistically significant positive correlations between the evaluation of relevance of having instructions for pencil grip with all other statements (r=0.63, p<0.01; r=0.73, p<0.01; r=0.43, p<0.01 and r=0.48, p<0.01). Furthermore, a significant positive correlation is observed in the evaluation of relevance for having standardized ruled lines for handwriting and instructions for left-handed writing (r=0.73, p<0.01) and examples of connecting letters (r=0.36, p<0.05). Additionally, there is a correlation in the evaluation of relevance of having examples for connecting letters and instructions for left-handed writing (r=0.33, p<0.05) and a model for graphomotor practice (r=0.34, p<0.05)

Table 13

Results of the Spearman correlation coefficient in the evaluation of statistically significant relationship between age and experience with the evaluation of the importance of the elements necessary for the methodological structuring of teaching initial reading and writing

	Participants' age	Work experience	Standardized ruled lines	Instructions for pencil grip	Instructions for left-handed writing	Examples of connecting letters	Models of graphomotor pre-activities
Participants' age	1	0.87**	0.15	0.35*	0.14	0.17	-0.00
Work experience		1	0.06	0.20	0.11	0.16	-0.11
Standardized ruled line			1	0.63**	0.73**	0.36*	0.04
Instructions for pencil grip				1	0.73**	0.43**	0.48**
Instructions for left-handed writing					1	0.33*	0.18
Examples of connecting letters						1	0.34*
Models of graphomotor pre-activities							1

LEGEND:
** – statistically significant correlation coefficient with 1% risk
* – statistically significant correlation coefficient with 5% risk.

Participants' opinions on the necessity of evaluating/assessing clarity of handwritten script (Problem 3)

In relation to this problem, we tested the participants' opinions on the relevance of the clarity of handwritten scripts by students and the need to assess it.

The results show that 67% of participants claim that it is necessary to mark or assess clarity of handwriting, which, in relation to 33% of the participants who claim that it is not necessary, represents a statistically significant difference (χ^2=6.7; p<0.01).
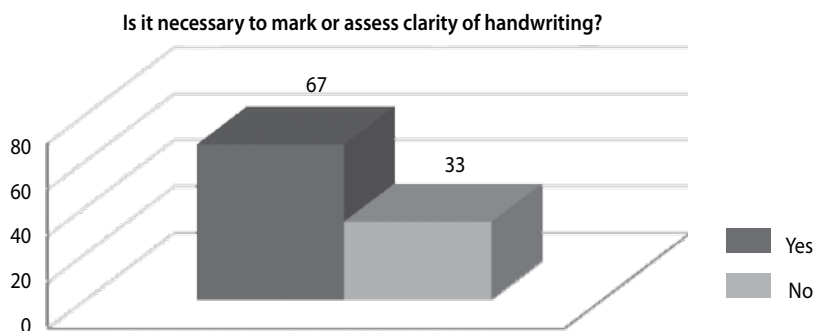

Figure 4. The need for evaluating/assessing handwriting clarity

When checking for differences between groups, we found that there were no statistically significant differences in the percentages of particular answers depending on the education and rank of participants as well as the city they came from and grade level they taught.

The Chi square test showed that the only statistically significant difference was the one found with respect to the participants' profession (χ^2=4.7; p<0.05).

As can be seen in Picture 5, teachers find that handwriting clarity is significantly more relevant with respect to the others, whose difference in percentage between answers "yes" and "no" is not as great.
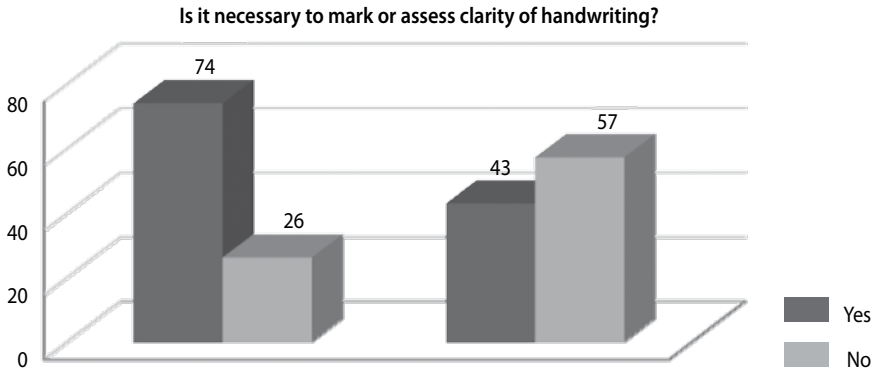
Is it necessary to mark or assess clarity of handwriting?

Figure 5. The need for evaluating handwriting clarity depending on the profession

Other correlations between age and experience and the perception of relevance in assessing handwriting clarity have not been observed.

Participants' opinions on the relevance of teacher training in writing standard school scripts (Problem 4)

The fourth problem focused on testing the participants' perceptions of the relevance of teacher training in writing standard school scripts.

The results show that 93% of the participants felt that all teachers should undergo teacher training, which is statistically significant (χ^2=45.1; p<0.01) in relation to the 7% who felt that there was no need for such a training.

Should all primary school techers (classroom teachers and subject teachers) be trained regarding the writing of standard school scripts?
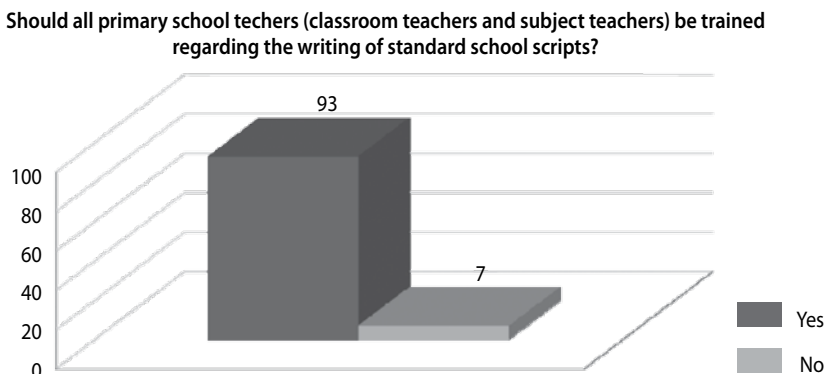
Figure 6. Need for teacher training

When we checked for differences between groups, we found no statistically significant differences in the percentages of particular answers with respect to

education, rank and the profession of the participants, as well as the cities they came from and the grade level they taught.

Additional correlations between age and work experience and the perception of relevance of teacher training were not observed.

Discussion and Conclusion

The context of initial reading and writing teaching methodology demands recognition of scientific findings relating to graphomotor pre-activities, types of graphomotor pre-activities, the script (the degree of script slant), the standard ruled lines for writing school letters, pencil and hand position, elements for building letters and their names and the direction of writing.

Practical teaching methodology implies a visual stronghold for the perception of the mentioned school letters and examples of connecting and spacing between letters. It is good to expose pupils to foreign handwritten scripts and various fonts which will, during the initial learning, sensitize them for decoding various letters in texts. The skill of shaping texts is conditioned with school script through which a child transfers the cognitive and spoken modalities into the written one.

The research results relating to the presentation of the Croatian language through new school orthography in the context of teaching methodology show the following:

(1) For the statement "Standard school scripts for initial reading and writing are an important indicator of language identity" a significantly higher number of participants (68%) opted for the statement "completely agree" than for any other statement. (2) Regarding the statement "A systematically developed model of school scripts is entirely in agreement with the developmental characteristics of first grade pupils" the percentage for complete agreement and for partial agreement is approximately the same. (3) For the statement "Teaching standard school scripts will enable a more lasting recognition of letters in handwriting" significantly more participants opted for the statement "completely agree" than for other statements. Considering that with the increase of the participants' age there is more agreement with all three statements, we can assume that the participants' evaluations are based on experience in teaching initial reading and writing. It is important to mention that there is more agreement among older participants with the other two statements as we assume that those participants based their opinions on their experience with generations of first grade pupils and find that the new standard school scripts are in agreement with the developmental characteristics of the first graders and that teaching standard school scripts will enable learners to retain clarity of handwritten letters longer (in individualized styling of the handwriting). The experience of those participants is obviously confirmed by the theoretical postulates that pupils will acquire initial reading and writing faster because new standard school letters are simplified in relation to the previous ones as unnecessary letter elements have been omitted (Bežen & Reberski, 2014).

In researching opinions on the relevance of elements necessary for a methodological structuring of teaching initial reading and writing among the participants who had

distributed points between elements (33%; N=60) the following percentages should be noted: 40% of the participants found "standardized ruled lines for handwriting" to be somewhat relevant ; 30% of the participants found "instructions for holding a pencil" to be neither relevant nor irrelevant, and 35% thought them to be somewhat/very relevant; 35% of the participants found "instructions for left-handed writing" least relevant; 30% of the participants found "examples for connecting letters" neither relevant nor irrelevant, and 35% of the participants thought them to be somewhat/very relevant; finally, 35% of the participants found "models of graphomotor pre-activities" to be very relevant.

Based on those results, it can be concluded that more than a third of the participants does not recognize that "the form of the script greatly depends on the spatial size of the elements and that, while teaching initial writing, it is particularly relevant to have appropriate tools such as ruled lines" (Bežen & Reberski, 2014, p. 84). Almost 50% of the participants do not recognize the relevance of ruled lines for the success of teaching school letter writing, which is surely a consequence of the circumstances that to date typography and the methodology of teaching initial reading and writing have not had clearly defined elements of ruled lines (line, height of capital letters, small letters, isolation zone, height of small letters with a descender and small letters with ascender) nor was their purpose in teaching initial reading and writing understood. New literature on teaching methodology (*Initial Writing in the Croatian Language*) aligned the proportions of letter elements thus enabling better clarity and better use of space in the writing process. Considering that such teaching methodology literature is scientifically grounded and that the mentioned letter elements are explained and argued from the scientific (language) and artistic (formational) aspect, a significant number of teachers does not find significance in that innovation, leading us to conclude that it is necessary to implement a thorough education of teachers in primary school on that subject matter as they are rather unaware of its significance on the quality of their work.

The participants who gave the same number of points to some or several elements, (67%; N=60) consider all elements to be equally relevant (for all elements C=5). There are significantly more participants who find all of the elements very important compared to the number of participants who find some elements less relevant. In the mentioned part of the sample, older participants find instructions for holding pencils while writing more relevant than younger participants. We assume that older participants, based on their experience in teaching, know that holding a pencil influences the pencil contact (body movement) and the paper. That contact must enable the pencil and hand, together with the appropriate body posture, to create rhythmical lines and letters. Only in that way is it possible to write letters, words and sentences which are legible and neat. Only in that way can one achieve adequate speed while writing and connecting letters.

The results of the research on the opinions on the need to evaluate/assess handwriting show that the majority of the teachers find that the readability of handwriting should be evaluated/assessed from grades 1-4 so as to reach greater legibility and enable deciphering of messages that are handwritten. The clarity of handwriting is manifested in the recognition of letters, the completeness of letters, letter connectedness and basic starting and finishing movements. It is also very important to recognize the diacritical marks *diacritic caron* (Cro. "kvačicu"), *diacritic acute* (Cro. "kosu crtu na ć") and *diacritic line* (Cro. "crticu na đ") as orthographic accuracy in the Croatian language can be achieved only under the assumption of letter clarity. Considering that teachers are not required to assess the clarity of handwriting, it can be concluded that such possibilities should be offered in an appropriate way with professional instructions on the assessment of initial reading and writing.

The research results relating to the fourth problem show that the majority of participants find it necessary for all teachers to undergo training in writing standard school scripts. That is a serious indicator that teachers are not trained for introducing new school scripts and the consequences of that can be observed in the greater or lesser difficulties for pupils in the initial learning of reading and writing. Moreover, research to date has shown that pupils in higher grades use cursive handwriting less (cursive letters) and more frequently opt for formal letters (block letters). "In grade 4, pupils use more cursive letters in the school subjects Croatian Language (83%) and Science and Social Studies (77%), where the subjects are taught by the classroom teacher, than in the subject Religion (56%). In the eighth grade pupils use cursive writing significantly more in the school subject Croatian Language (34%), than in History (29%). It is assumed that there is an influence by Croatian language teachers, who encourage pupils to use cursive handwriting" (Bežen & Kolar Billege, 2008, p. 447). That cautions for a need for the school system and teachers individually (throughout primary school and all other subject areas) to pay significantly more attention to handwriting scripts as such writing has a great importance for the cognitive development of a child and his or her communication in the written language.

All of the above leads to the conclusion that in the methodological context teaching initial written Croatian language is a complex and multilayered task that requires systematic preparation which teachers have lacked ever since the introduction of the new standard school scripts into primary school. Participants believe that standard school scripts for initial reading and writing are an important indicator of language identity. That certainly is the case. The methodological context assumes a link of visual, audio and motor senses in order for a child's spoken language to be transferred into the written language by means of a standard handwriting script. Most of the teachers find this to be a professional issue in the introduction of a new standard school script, and, as this research confirms, they express their insecurity in achieving this task. That is a clear message to school administrators and the school in general that stronger professional support is needed, at least in the initial stages of implementing this innovation.

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Mišljenje učitelja o metodičkim aspektima uvođenja standardnih školskih pisama u početno čitanje i pisanje na hrvatskome jeziku

Sažetak

Standardna školska pisma namijenjena su poučavanju početnoga čitanja i pisanja na hrvatskome jeziku. Rezultat su znanstvenoga projekta i uvrštena su u Hrvatski pravopis (2013). Implementirana su u nastavu prvih razreda osnovne škole od šk. god. 2014./2015. U radu prikazujemo sadržaj početnoga čitanja i pisanja u okviru nastavnoga predmeta Hrvatski jezik te ispitujemo mišljenje učitelja i drugih odgojno-obrazovnih djelatnika o važnosti implementacije standardnih školskih pisama kao elementa jezičnoga identiteta, o usklađenosti školskoga pisma s razvojnim osobinama učenika te o zadržavanju prepoznatljivosti slova u rukopisnom pisanju na temelju poučavanja standardnih školskih pisama. Prikazujemo mišljenje ispitanika o važnosti elemenata potrebnih za metodičko strukturiranje nastave početnoga čitanja i pisanja, o potrebi vrednovanja čitkosti rukopisnoga pisma te o potrebi edukacije učitelja za pisanje standardnim školskim pismima. Ispitanici u istraživanju smatraju standard pisama za početno čitanje i pisanje važnim indikatorom jezičnoga identiteta te prepoznaju važnost elemenata potrebnih za metodičko strukturiranje nastave početnoga čitanja i pisanja. Također smatraju potrebnim vrednovati čitkost rukopisa te educirati učitelje za pisanje tim pismima.

Ključne riječi: *hrvatski jezik; metodika početnoga čitanja i pisanja; standardna školska pisma.*

Uvod

U metodičkome kontekstu početnoga opismenjavanja na hrvatskome jeziku (u segmentu poučavanja formalnih školskih slova) uvažavaju se spoznaje matičnih znanosti (lingvistike, grafemike, tipografije, psiholingvistike, psihologije…), a vezano uz to, osobita se pozornost posvećuje procesiranju govorenoga modaliteta jezika u pisani. Na tome se procesiranju temelji uspostavljanje metodičkoga instrumentarija

za poučavanje formalnih školskih slova. Nastavne etape i situacije obuhvaćaju *motivaciju* (senzibilizacija za glas); *upoznavanje velikog i malog tiskanog slova* (globalno čitanje, slušanje uzoraka riječi, najava novoga glasa/slova, glasovna analiza i sinteza, pronalaženje novih uzoraka riječi); *prijenos glasa u slovo* (promatranje novoga slova, crtanje velikog i malog tiskanog slova, pisanje slova i riječi) i *čitanje i pisanje riječi, rečenica i teksta* (čitanje riječi, čitanje rečenica, pisanje).

Odnos jezika i pisma objasnio je Ferdinand de Saussure još 1922. godine (prijevod Vojmira Vinje iz 2000. godine) opisujući važnost pisma za upoznavanje jezika. U svome djelu *Tečaj opće lingvistike* ističe prestiž pisma i uzroke njegova utjecaja na govoreni jezik. „Jezik i pismo dva su različita sustava znakova; jedini razlog postojanja ovog drugoga je predstavljanje prvoga... No, pisana se riječ toliko miješa s govorenom čija je ona slika, da na kraju uspijeva prigrabiti glavnu ulogu" (de Saussure, 2000, str. 72). Prestiž pisma prepoznaje se u ovome: grafička je slika riječi ta koja trajno i čvrsto osigurava jedinstvo jezika kroz vrijeme; pisani je trag jezika jasniji i trajniji od akustičkog; pismom se predstavlja standardni jezik koji je normiran gramatikom, pravopisom i rječnikom. De Saussure tumači da pisani jezik preuzima primat pred govorenim jezikom upravo zato što njime upravlja kôd. To ne smatra prirodnim odnosom jer je govoreni jezik (u jezičnome razvoju) prethodio pisanome jeziku.

„Budući da govoreni jezik prethodi pisanome jeziku (i u filogenetskom i u ontogenetskom smislu), učenje čitanja može se promatrati kao učenje vizualnih oblika koji na neki pravilan način odgovaraju riječima koje već postoje u govorenome rječniku. Ono što se zapravo uči može se nazvati pravilima grafemsko-fonemskog slaganja, kojima se oblik slova prevodi u (zvučni) oblik koji proizvodi slušna analiza izgovorene riječi" (Erdeljac, 2009, str.102).

Iz svega navedenoga proizlazi da je jedan hrvatski jezik, ali dva su modaliteta jezične uporabe, a to su govoreni i pisani jezik. U novijoj se literaturi promišlja o procesiranju govorenoga jezika u pisani jezik i o putu od pisane riječi prema značenju riječi. Organizacija tih mentalnih procesa obuhvaća *fonološki put* i *leksički put*. Fonološki put podrazumijeva tihu artikulaciju riječi kao uvjet dosezanja značenja riječi. Autor Stanislas Dehaene (2013) *fonološko rekodiranje* objašnjava kao proces svojstven mladim čitateljima, a djelotvornost se čitanja vještih čitača temelji na izravnom leksičkom putu - od niza slova do značenja riječi.

Navedene su spoznaje dio lingvističkoga konteksta koji u okviru matičnih znanosti metodike hrvatskoga jezika[5] jest temelj u metodičkom osmišljavanju poučavanja početnoga čitanja i pisanja. Područje je nastave početnoga čitanja i pisanja interdisciplinarno jer uključuje „procese mišljenja, učenja, razumijevanja simbolike

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[5] „Metodika hrvatskoga jezika – znanstvena grana u interdisciplinarnome polju humanističkih znanosti, koja se bavi poučavanjem hrvatskoga jezika kao odgojno-obrazovnog sadržaja u predškolskom odgoju, odnosno nastavnog predmeta Hrvatski jezik u osnovnim i srednjim školama... Metodika početnoga čitanja i pisanja posebna je disciplina metodike hrvatskoga jezika koja po generičkoj strukturi pripada predškolskoj i osnovnoškolskoj metodici, a uključuje i umjetničko područje (grafika)" (Bežen i Reberski, 2014, str. 265).

slova, glasova i riječi te stjecanje grafomotoričkih i artikulacijskih vještina, grafičkoga znanja i snalaženja u prostoru pisanja" (Bežen, 2011, str. 39-40).

Procjena fonološke svjesnosti učenika prvoga razreda važan je segment koji usmjerava daljnju metodičku artikulaciju za poučavanje početnoga čitanja i pisanja na hrvatskome jeziku. Rezultati istraživanja uspješnosti učenika u rješavanju zadataka koji su pokazatelj fonološke svjesnosti (Bežen i sur., 2013) pokazuju da učenici (N=127) u najvećem postotnom udjelu točno odgovaraju na zadatke određivanja granica riječi u rečenicama (94,5%) i zadatcima spajanja fonema/glasova u riječi (93,7%). Učenici su bili uspješni i u rješavanju zadataka određivanja slogova u riječi (81,9%), određivanja prvoga fonema/glasa u riječi (89,8%) i određivanje svih fonema/glasova u riječi (80,3%). Manji je postotni udio učenika koji su točno odgovorili na zadatke brisanja fonema/glasova (26,8%), dodavanja fonema/glasova (prepoznavanje) (37,0%), dodavanje fonema/glasova – umetanje (10,2%). Autori navode da je zadatke za brisanje fonema/glasova, zadatke za dodavanja ili umetanje potrebno uvrstiti u predvježbe za čitanje i pisanje na početku prvoga razreda kako bi razvijena glasovna osjetljivost bila preduvjet za uspješno učenje početnog čitanja i pisanja.

Teorijski okvir

U novije se vrijeme problemu pisama za početno čitanje i pisanje u europskim zemljama poklanja posebna pažnja zbog novih spoznaja na području razvoja djeteta, psiholingvistike i tipografije[6]. Neki su od ciljeva pojednostavljivanje grafije, eliminacija suvišnoga i grafomotorički prezahtjevnoga pisma (Bežen i Reberski, 2014). Na temelju prvoga znanstvenoistraživačkog projekta o toj problematici oblikovana su hrvatska standardna školska pisma za početno poučavanje čitanja i pisanja, uvrštena u *Hrvatski pravopis* Instituta za hrvatski jezik i jezikoslovlje (2013). Pisma za početno poučavanje čitanja i pisanja na hrvatskome jeziku (autor kojih je izv. prof. art. Siniša Reberski) proizašla su iz znanstvenoga projekta *Jezično-likovni standardi u početnom čitanju i pisanju na hrvatskom jeziku* na Učiteljskom fakultetu Sveučilišta u Zagrebu (voditelj projekta: prof. dr. sc. Ante Bežen). Projekt je proveden u razdoblju od 2006. do 2014. godine. U tom su interdisciplinarnom projektu su sudjelovali ovi istraživači: prof. dr. sc. Ante Bežen (voditelj projekta); izv. prof. art. Siniša Reberski; red. prof. art. Vladimir Kuharić; doc. dr. sc. Jadranka Nemeth-Jajić; doc. dr. sc. Vesna Grahovac-Pražić, mr. sc. Nada Lagumdžija; mr. Martina Kolar Billege, Zrinka Vukojević, dipl. učiteljica i mr. art. Tamara Jurkić-Sviben. Od školske godine 2014./2015. standardna su školska pisma obvezna u pouci početnoga čitanja i pisanja od prvoga razreda primarnoga obrazovanja u Republici Hrvatskoj. Također su sve početnice (namijenjene poučavanju početnoga čitanja i pisanja) usklađene s *Hrvatskim pravopisom* te je u njih, prema odredbi resornoga ministarstva, uključena nova školska grafija – standardna školska pisma.

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[6] „Tipografija – umijeće i vještina oblikovanja teksta s pomoću raznih tipova slova i grafičkoga materijala" (Bežen i Reberski, 2014, str. 268)

Oblikovanje formalnih i rukopisnih latiničkih školskih slova koja su sredstvo kodiranja i dekodiranja poruka, ali i vizualno oblikovani elementi, od iznimne su važnosti za početno učenje kako bi i nakon školovanja postali dio osobnog identiteta koji na globalnoj razini postaje dio identiteta hrvatskoga naroda. Osnovna je zadaća postići uspješnost učenika u kodiranju poruke pismom, čitljivost učeničkoga rukopisa, urednost pri pisanju te osjećaj za lijepo, a krajnji je cilj „stvaranje rukopisa s osobnim obilježjem. Ne zaboravimo da je rukopis istodobno i potpis – sredstvo kojim se predstavljamo i identificiramo" (Bežen i Reberski, 2014, str. 96).

Hrvatska standardna školska pisma[7] za početno poučavanje čitanja i pisanja jesu: školsko formalno uspravno pismo, školsko formalno koso pismo, školsko rukopisno koso pismo i školsko rukopisno uspravno pismo. Ta su pisma preporučena kao standardna pisma za početno poučavanje čitanja i pisanja.

Metodički kontekst podrazumijeva znanstveno utemeljen pristup sadržaju i izvođenju grafomotoričkih predvježbi, izboru vrste grafomotoričkih predvježbi, izgledu pisma (kut nagiba pisma), izgledu crtovlja za školska slova, položaju ruke i pisaljke. Nadalje, bitne su ove metodičke sastavnice u poučavanju početnoga pisanja: elementi od kojih su građena slova, njihovi nazivi i smjerokaz pisanja, uvježbavanje ritmičnosti koje je usko povezano s brzim i točnim pisanjem te osjećajem za grafomotorički ritam pri pisanju. Grafomotoričke predvježbe treba obvezno provoditi te one u metodičkome kontekstu moraju imati optimalno vrijeme. Te vježbe moraju biti svrhovite, a to ovisi o metodičkome strukturiranju čina poučavanja i sustavu metodičke provedbe (položaj učenika, položaj učitelja, položaj sadržaja poučavanja). Praktično metodičko poučavanje podrazumijeva grafičko oblikovanje vizualnoga uporišta za percepciju navedenih školskih slova te primjere povezivanja i razmaka među slovima. „Misaoni, komunikacijski i kinestezijski poticaji, na kojima su zadatci utemeljeni, potiču aktivnost učenika, a sadržaj je usklađen s ciljevima nastave Hrvatskoga jezika" (Bežen i sur., 2012, str. 8).

Dobro je učenike izložiti i stranim rukopisnim primjerima te različitim fontovima kojima će se u početnom poučavanju učenik senzibilizirati te dekodirati različita slova u pojedinim tekstovima.

Motoriku pisanja[8] potrebno je uskladiti s prostornim i vremenskim čimbenicima kako bi se slovima oblikovao tekst koji se piše. To znači da je umijeće i vještina oblikovanja teksta uvjetovana i školskim pismom kojim dijete prenosi misao i govoreni modalitet jezika u pisani.

Osobito je standardnome jeziku važno pismo. Standardni je jezik podvrgnut i pravopisu. To mu daje prvorazrednu važnost. Cilj je nastavne Hrvatskoga jezika

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[7] „Slovo – grafem – vizualni znak kojim predstavljamo fonem – glas… Slovopis – skup pravila za pisanja nekim fonetskim rukopisnim pismom. Hrvatski školski slovopis skup je pravila za pisanje hrvatskim školskim pismima" (Bežen i Reberski, 2014, str. 267).

[8] „Ritam u pismu – pravilnost ponavljanja u slovnome nizu – retku. Vizualni ritam nastaje kao rezultat visoke razine grafomotoričke vještine. Prvi je preduvjet dobro usvajanje vizualnog uporišta, potom usavršavanje grafomotoričkih vještina i na kraju postizanje velike brzine pisanje" (Bežen i Reberski, 2014, str. 267).

poučiti učenike standardnome jeziku. „Tek će učenikovo prihvaćanje i razumijevanje jezika kao sredstva komunikacije (a ne samo kao sustava utjelovljenoga u gramatici) približiti učeniku snagu vlastitoga jezika u njegovu izražavanju komunikacijskih potreba i vlastite osobnosti, a to je upravo funkcionalno učenje jezika. Taj put vodi i k većoj atraktivnosti i kreativnosti nastave jezika, za koju je potrebno oblikovati i nove provedbene mikromodele za pojedine metodičke etape i situacije" (Kolar Billege, 2014, str. 203).

U poglavlju *Predstavljanje jezika pismom* knjige *Tečaj opće lingvistike* (2000) de Saussure ističe nužnost proučavanja ovoga pitanja. „Međutim, mi jezike poznajemo uglavnom preko pisma. Za sâm naš materinski jezik javlja se gotovo svakog časa pisana isprava… (str. 71) Prema de Saussureu grafička je slika riječi trajna i čvrsta te osigurava trajnost jezika kroz vrijeme. Grafička se slika na kraju uspijeva nametnuti na račun zvuka.

Pisanje je grafomotorička aktivnost, a pismo sustav znakova kojima se kodira i dekodira sadržaj (značenje misli). „Pisanje je aktivnost kojom se misaoni sadržaji prevode u neki vizualni prikaz. Sustav vizualnog prikazivanja misaonih sadržaja zovemo pismima. Pismom možemo proglasiti tek sustav znakova kojih ima određen broj, zatvoren raspored znakova te jasan način njihova kodiranja i dekodiranja. Vezivanje tih znakova za govorni jezik, odnosno riječ, stvorit će novi oblik pisma koje nazivamo logografskim (grč. logos-govor, riječ, pojam) u kome znaci predstavljaju riječ" (Reberski, 2005., str. 229).

Početke pisanja kod djece zamjećujemo već od prvog držanje olovke, prvih šara po papiru, crtežu. U dobi od tri godine (Kuvač, 2007.) djeca vidno zamjećuju neka obilježja pisanja. Započinju usvajati vodoravnu orijentaciju i neka obilježja slovnih oblika. Time zapravo dijete počinje prepoznavati da se slova sastoje od ograničenoga broja oblika.

Pisani hrvatski jezik u ovom razdoblju možemo podijeliti na usvajanje vještine prijenosa glasa u slovo, vještine pisanja latiničkim pismom, pisanje riječi, rečenica i kraćih tekstova. Stjecanje vještine pisanja povezano je s jezičnim djelatnostima govorenja, slušanja, čitanja, gledanja i znakovanja. „Dakle, učenik u nekom abecednom pismu mora u glavi čuti glasove čiji su simboli zapisani unutar napisane riječi. On te glasove povezuje u cijelu riječ i tek tada razumije njezino značenje. Prednosti su pisama abecednog načela u tome što svatko može pročitati svaku riječ u takvu jeziku, ako zna koje slovo zamjenjuje koji glas" (Čudina, 2014, str. 72). Govorenu riječ učenik prenosi u pisanu. Govoreni jezik prethodi pisanome.

„Da bi se moglo uspješno pisati potrebno je uskladiti držanje tijela, položaj ruke i pisaljke, s položajem (kutom) papira na kojem pišemo. Ponajprije pisaljku moramo shvatiti kao produžetak podlaktice, jer će jedino tako naše anatomske mogućnosti doći do izražaja" (Reberski, 2005, str. 239). U početnom pisanju slova pišemo pokretima svih zglobova od ramena, do lakta i zapešća, a nikako zglobovima prstiju. Izloženost pisanju preduvjet je pisanja. Različitim vježbama pisanja u toj dobi potičemo usklađenost sluha, vida i motorike kako bi dijete samostalno svladavalo vještinu

pisanja, a krajem prvog razreda pisanjem oblikovalo riječi, rečenice i kraće tekstove. Uspješnost pisanja temeljit će se na različitim oblicima pisanja (prepisivanje slova, riječi i rečenica, odgovori na pitanja, stvaranje samostalnih rečenica prema slici ili predmetu i vođeno pisanje na zadanu temu).

Pisani hrvatski jezik i pouka o pisanju u početnoj nastavi materinskoga jezika u prvome razredu osnovne škole obuhvaća usvajanje početnog čitanja i pisanja slova, riječi, rečenica i kraćeg teksta. Učenik svladava vještinu pisanja (slovopis latiničkog pisma). „U djetetovu pisanom izrazu može se vidjeti razina intelektualnoga i jezičnoga razvoja i jezičnoga iskustva, a tome je pridružena djetetova dob, odnosno zadatci nastavnoga programa za određeni razred" (Vodopija, Smajić, 2006, str. 264). Učenik u prvome razredu uči formalno i rukopisno pismo. Ta su mu znanja i vještine podloga za ovladavanje vještinama čitanja i pisanja. Budući da je riječ o razdoblju ovladavanja početnom čitalačkom pismenošću, učenik istodobno s usvajanjem grafemskoga sustava, ovladava cjelokupnim procesom pismenoga izražavanja (oblikovanjem standardnih školskih slova, primjenom pravopisne norme, gramatičkom, sintaksnom i leksičkom razinom). U tome se razdoblju dopušta odstupanje od zakonitosti pisanoga teksta i pokazatelja kulture pisanja jer učenik ne razlikuje pisani modalitet jezika od govorenoga modaliteta, odnosno ne može vješto odvojiti sastavnice govorenoga i pisanoga modaliteta jezika. „Osamostaljivanje pisanoga jezika započinje svjesno na kraju drugoga razreda" (Rosandić, 2002, str. 13). Cilj je nastave početnoga čitanja i pisanja osposobiti učenika (pisatelja) da tijekom pisanja zaustavi proces pisanja i promišlja o vlastitome stvaranju teksta te odabiru leksičkih jedinica, njihovoj kombinaciji u pisanome kontekstu tako da one budu logički povezane. „Pisanje je visok stupanj apstrakcije. Ono ne slijedi govorenje u cijelosti (teško je u zapisu prenijeti svu sintetičnost govora, interpunkcija je tek pokušaj da se govor što bliže ostvari i u pisanom izrazu). Kada navedene pojedinosti povežemo s poznavanjem razvojnih obilježja čovjeka, jasno je zašto je učeniku pisanje teško – jer je kao dijete sviklo na sugovornika i uporabu svih vrjednota govornoga jezika, koje se u pisanju ne mogu upotrijebiti" (Visinko, 2010, str. 73).

U govornoj komunikaciji učenik je usmjeren na sugovornika (suučenika, učitelja), a u pisanju se samostalno koristi usvojenim vještinama analitičko-sintetičke znakovne strukture materinskog jezika. Pisani jezik zahtijeva preciznost prijenosa objektivne stvarnosti, unutarnjih osjećaja, subjektivnih doživljaja, sjećanja misli i stavova u pisani izraz. Upravo taj prijenos predstavlja problem u prvom razredu osnovne škole pa je učenika potrebno u okviru jezičnog izražavanja poučavati pisanju i usavršavanju teksta. Osobitu metodičku pozornost u pouci zahtijevaju procesi oblikovanja teksta (rečenica i sastavaka), a zatim njegova korigiranja. Rezultati istraživanja (Budinski, 2012) pokazuju da se učenici koriste s manje od 50 riječi u pisanome sastavku na kraju prvoga razreda osnovne škole. Prosječan broj riječi u sastavku je 39, odnosno minimalan je broj riječi 7, a maksimum 151 (N učenika prvoga razreda= 385; N sastavaka=1155; N riječi=49668). Te je podatke u metodičkome kontekstu bitno razmotriti i u daljnjim istraživanjima ispitati uzroke maloga broja riječi u pojedinim sastavcima. Mogućim

razlozima smatramo neprovođenje bitnih sastavnica metodičkoga čina (govorenje i slušanje kao preduvjet prijenosa govorenoga modaliteta jezika u pisani; zahtjevnost ovladavanja grafijom; ubrzavanje u procesu učenja pisanja).

U *Metodičkom pristupu početnom čitanju i pisanju na hrvatskom jeziku* Bežen (2002 i 2007) navodi mehanizme učenja i pamćenja u početnom čitanju i pisanju. Oni su osobito važni u vođenome pisanju, a obuhvaćaju interes (igru ili temu) i mehanizme učenja (pokušaj – pogreška, imitacija, oponašanje i učenje po modelu). Učenici prvoga razreda, istodobno uz početno učenje slova i glasova, uvježbavanja čitanja i pisanja uče strukturirati rečenicu i kraći pisani rad. Uz to se učenike potiče na usvajanje primjerenih gramatičkih i pravopisnih činjenica te razumijevanje teksta.

„Pisani jezik gramatički je postojaniji, tj. više je ovisan o gramatičkoj normi. Sintaktičko ustrojstvo pisanoga jezika složenije je od sintaktičkoga ustrojstva govorenoga jezika. Leksička sredstva pisanoga jezika odabiru se u skladu sa zahtjevima funkcionalnoga stila. Logička i emocionalna izražajnost u pisanome jeziku postiže se kombinacijom gramatičkih, leksičkih, stilističkih i grafičkih sredstava" (Rosandić, 2002., str.13).

Pismeno je izražavanje teži (složeniji) oblik jezičnoga izražavanja od govorenja. Dijete kulturu govorenja usvaja tijekom ranojezičnoga razvoja, a s kulturom pisanja započinje kasnije - istodobno s ovladavanjem početnoga čitanja i pisanja, a to je u pravilu s polaskom u prvi razred.

U skladu s navedenim, cilj je istraživanja utvrditi mišljenje učitelja o metodičkim aspektima uvođenja standardnih školskih pisama u početno čitanje i pisanje na hrvatskom jeziku.

Metodologija istraživanja
Uzorak

Istraživanje je provedeno u rujnu 2014. godine na prigodnom uzorku učitelja i drugih odgojno-obrazovnih djelatnika (učitelji u višim razredima, ravnatelji, pedagozi, gimnazijski profesori i sveučilišni profesori) (N=60) iz Republike Hrvatske. U rezultatima istraživanja uzorak je prikazan kao „učitelji" i „ostali". „Ostali" se odnosi na sve odgojno-obrazovne djelatnike koji ne rade u nastavi u primarnome obrazovanju (razredna nastava). Uzorak učitelja sastojao se od 27% učitelja više stručne spreme (VŠS), 65% učitelja s visokom stručnom spremom (VSS) te 8% učitelja koji su stekli magisterij struke ili znanosti. U uzorku je bilo 20% učitelja u zvanju mentora, 22% učitelja u zvanju savjetnika i 58% učitelja koji nisu u zvanju mentora ili savjetnika. 57% ispitanika je bilo iz Zagreba, a 43% iz ostalih gradova. Nadalje, ispitanici su u uzorku bili u dobi od 27 do 63 godine.

Instrument

Instrument je posebno konstruiran anketni upitnik u kojem su postavljena četiri pitanja. U prvome su se pitanju ispitanici izjasnili o slaganju s tvrdnjama „Standardi pisama za početno čitanje i pisanje važan su indikator jezičnog identiteta.", „Sustavno

oblikovan model školskih pisama u skladu je s razvojnim osobinama učenika prvoga razreda." i „Poučavanje standardnih školskih pisama omogućit će trajnije zadržavanje prepoznatljivosti slova u rukopisnom pisanju." U drugome su pitanju ispitanici dodjeljivali bodove od 1 do 5 s obzirom na važnost tih elemenata u oblikovanju nastave početnoga čitanja i pisanja: „standardizirano crtovlje za školska slova", „upute za držanje pisaljke (položaj ruke i pisaljke)", „upute za pisanje lijevom rukom", „primjeri povezivanja slova", „modeli grafomotoričkih predvježbi za pisanje standardnih školskih pisama". U trećem i četvrtom pitanju ispitanici su se opredijelili za odgovor „da" ili „ne" u pitanjima: „Treba li vrednovati/ocjenjivati čitkost rukopisnog pisma učenika u primarnom obrazovanju (od 1. do 4. razreda)?" i „Bi li svi učitelji koji rade u osnovnoj školi (razredna nastava i viši razredi) trebali biti poučeni o pisanju standardnih školskih pisama?". Na kraju upitnika prikupljeni su sociodemografski podatci.

Postupak

Podatci su prikupljeni s pomoću posebno konstruiranog upitnika u rujnu 2014. godine, odnosno na početku školske godine 2014./2015. u kojoj su u implementirana standardna školska formalna i rukopisna pisma za početno čitanje i pisanje u sve osnovne škole u Republici Hrvatskoj.

Metode obrade podataka

Korištene metode obrade podataka ponajprije uključuju: deskriptivnu statistiku, postotke i hi kvadrat test za testiranje razlike u postotcima. Potom su testirani normaliteti distribucija u svrhu provjere primjene parametrijskih ili neparametrijskih statističkih postupaka. S obzirom na rezultate primijenili smo sljedeće neparametrijske statističke testove i postupke: Kolmogorov-Smirnov test, Friedmanov test, Wilcoxonov test, Mann Whitney U test, Kruskal Wallisov test te Spearmanov koeficijent korelacije.

Problemi i hipoteze

1. problem

Ispitati slaganje u mišljenjima obrazovnih djelatnika o važnosti standardnih školskih pisama kao elemenata jezičnog i osobnog identiteta na temelju triju tvrdnji: (1) Standardi školskih pisama za početno čitanje i pisanje važan su indikator jezičnog identiteta, (2) Sustavno oblikovan model školskih pisama u skladu je s razvojnim osobinama učenika prvoga razreda i (3) Poučavanje standardnih školskih pisama omogućit će trajnije zadržavanje prepoznatljivosti slova u rukopisnom pisanju.

Hipoteza: Ispitanici se u potpunosti slažu s tvrdnjom (1) da su standardna školska pisma za početno čitanje i pisanje indikator jezičnoga identiteta. Ispitanici se u potpunosti slažu s tvrdnjom (2) da je sustavno oblikovan model školskih pisama u skladu s razvojnim osobinama učenika prvoga razreda. Ispitanici se u potpunosti slažu s tvrdnjom (3) da će poučavanje standardnih školskih pisama omogućiti trajnije zadržavanje prepoznatljivosti slova u rukopisnome pisanju.

2. problem

Ispitati mišljenje ispitanika o važnosti elemenata potrebnih za metodičko strukturiranje nastave početnoga čitanja i pisanja.

Hipoteza: Ispitanici će najvažnijim smatrati primjere povezivanja školskih slova.

3. problem

Ispitati mišljenje ispitanika o potrebi vrednovanja/ocjenjivanja čitkosti rukopisnoga pisma.

Hipoteza: Ispitanici smatraju da je čitkost rukopisnoga pisma potrebno vrednovati/ocjenjivati.

4. problem

Ispitati percepciju ispitanika o važnosti edukacije učitelja o pisanju standardnih školskih pisama.

Hipoteza: Ispitanici smatraju da svi učitelji trebaju proći edukaciju o pisanju standardnim školskim pismima.

Rezultati i interpretacija
Ispitivanje mišljenja o važnosti standardnih školskih pisama kao elemenata jezičnog i osobnog identiteta (1. problem)

U prvome dijelu upitnika mjerili smo slaganje ispitanika s trima tvrdnjama: (1) „Standardi pisama za početno čitanje i pisanje važan su indikator jezičnog identiteta"; (2) „Sustavno oblikovan model školskih pisama u skladu je s razvojnim osobinama učenika prvoga razreda" i (3) „Poučavanje standardnih školskih pisama omogućit će trajnije zadržavanje prepoznatljivosti slova u rukopisnom pisanju") na skali od 5 odgovora (1 – uopće se ne slažem, 2 – donekle se ne slažem, 3 – niti se slažem, niti se ne slažem, 4 – donekle se slažem i 5 – u potpunosti se slažem).

Rezultati na Slici 1. pokazuju da se ispitanici u najvećoj mjeri u potpunosti slažu s tvrdnjama „Standardi pisama za početno čitanje i pisanje važan su indikator jezičnog identiteta" (68%), „Sustavno oblikovan model školskih pisama u skladu je s razvojnim osobinama učenika prvoga razreda" (45%) i „Poučavanje standardnih školskih pisama omogućit će trajnije zadržavanje prepoznatljivosti slova u rukopisnom pisanju" (50%).

Slika 1.

Pregledom rezultata χ^2 testa (Tablica 1.) uočava se da kod svih triju tvrdnji postoji statistički značajna razlika u broju pojedinih odgovora.

Tablica 1.

Ako vizualno usporedimo rezultate, možemo zaključiti da kod tvrdnji „Standardi školskih pisama za početno čitanje i pisanje važan su indikator jezičnog identiteta" i „Poučavanje standardnih školskih pisama omogućit će trajnije zadržavanje prepoznatljivosti slova u rukopisnom pisanju" postoji znatno više ispitanika koji daju odgovore „u potpunosti se slažem" u odnosu na sve ostale odgovore. Kod tvrdnje „Sustavno oblikovan model školskih pisama u skladu je s razvojnim osobinama

učenika prvoga razreda" podjednak je postotak potpunog (45%) i djelomičnog (42%) slaganja ispitanika.

Vezano uz te tvrdnje, dodatno smo provjerili postoje li razlike među skupinama. Radi odabira testa, provjerili smo izgled i normalitet distribucija.

Vidljivo je da rezultati znatno odstupaju od normalne raspodjele, a te podatke pokazuju i rezultati Kolmogorov Smirnov testa kojima su testirani normaliteti distribucija na te tri tvrdnje (Tablica 2.).

Tablica 2.

Nakon provjere normaliteta, testirali smo postoji li razlika u srednjoj ocjeni koju ispitanici daju svakoj tvrdnji i to uporabom Friedmanova testa za testiranje značajnosti razlika između više zavisnih skupina (Tablica 3.).

Tablica 3.

Rezultati Friedmanova testa pokazuju da postoji statistički značajna razlika u prosječnom slaganju s trima tvrdnjama između ispitanika ($\chi^2=8,67$, $p<0,02$) uz 2% rizika. Vizualnom inspekcijom prosječnih rangova možemo uočiti da vjerojatno postoji razlika između prve tvrdnje u odnosu na ostale dvije tvrdnje.

U Tablici 4. nalaze se centrale vrijednosti za tri varijable.

Tablica 4.

Prema nalazima u gornjoj tablici vidljivo je da se ispitanici uglavnom u potpunosti slažu s tvrdnjom „Standardi školskih pisama za početno čitanje i pisanje važan su indikator jezičnog identiteta" (C=5,0), da se uglavnom djelomično slažu s tvrdnjom „Sustavno oblikovan model školskih pisama u skladu je s razvojnim osobinama učenika prvoga razreda" (C=4,0) i da se donekle slažu / u potpuno slažu s tvrdnjom „Poučavanje standardnih školskih pisama omogućit će trajnije zadržavanje prepoznatljivosti slova u rukopisnom pisanju" (C=4,5).

Radi provjere zaključaka dodatno smo provjerili postojanje razlike u slaganju s pojedinom tvrdnjom uspoređujući zasebno svaku tvrdnju s drugim dvjema tvrdnjama korištenjem Wilcoxonova testa za testiranje razlike između dviju zavisnih skupina. Rezultati se nalaze u Tablici 5.

Tablica 5.

Rezultati u Tablici 5. potvrđuju pretpostavku da postoji značajna razlika u prosječnom slaganju između tvrdnje 1 i ostalih dviju tvrdnji (Z=-2,87, p<0,01 i Z=-2,58, p<0,01) te da nema razlike u slaganju između tvrdnje 2 i 3 (Z=-0,39, p>0,01).

Nakon toga smo testirali (Mann Whitney U i Kruskal Walllis) postoje li eventualne razlike po skupinama ispitanika ovisno o gradu, zvanju, zanimanju ili obrazovanju, no nisu pronađene statistički značajne razlike u odgovorima među skupinama.

Nadalje smo provjerili postoji li statistički značajna povezanost između dobi i staža ispitanika sa slaganjem u navedenim tvrdnjama. Rezultati Spearmanova neparametrijskog koeficijenta korelacije prikazani su u Tablici 6.

Tablica 6.

Rezultati u Tablici 6. pokazuju da postoji statistički značajna pozitivna korelacija između slaganja sa svim trima tvrdnjama i dobi ispitanika (r=0,47, p<0,01; r=0,32, p<0,05 i r=0,30; p<0,05). To znači da s porastom dobi ispitanika, dolazi i do većeg slaganja sa svim trima tvrdnjama. Kod tvrdnje „Standardi školskih pisama za početno čitanje i pisanje važan su indikator jezičnog identiteta" korelacija jest značajna uz 1% rizika, a kod ostalih dviju tvrdnji uz 5% rizika.

Postoji statistički značajna povezanost sa stažem jedino kod tvrdnje „Standardi školskih pisama za početno čitanje i pisanje važan su indikator jezičnog identiteta" (r=0,40, p<0,01) i to uz 1% rizika. Ta je značajna veza rezultat očekivane visoke povezanosti dobi i staža ispitanika (r=0,90, p<0,01).

U vezi s povezanošću među tvrdnjama, pronalazimo statistički značajnu pozitivnu korelaciju između tvrdnje „Sustavno oblikovan model školskih pisama u skladu je s razvojnim osobinama učenika prvoga razreda" i ostale dvije tvrdnje (r=0,41, p<0,01 i r=0,39, p<0,01). Drugim riječima, ispitanici koji se slažu s tom tvrdnjom statistički se značajno slažu i s drugim dvjema tvrdnjama. Korelacije između tvrdnji 1 i 3 nisu statistički značajne. Sve su dobivene značajne korelacije niske osim korelacije između dobi i staža koja predstavlja značajan i visok stupanj povezanosti između dviju varijabli.

Ispitivanje mišljenja o važnosti elemenata potrebnih za metodičko strukturiranje nastave početnoga čitanja i pisanja (2. problem)

U drugom setu pitanja ispitanici su trebali dodijeliti bodove elementima (standardizirano crtovlje za školska slova, upute za držanje pisaljke (položaj ruke i pisaljke), upute za pisanje lijevom rukom, primjeri povezivanja slova i modeli grafomotoričkih predvježbi za pisanje standardnih školskih pisama) kako bi odgovorili na pitanje koliko će im u metodičkom oblikovanju nastave početnoga čitanja i pisanja pomoći pojedini elementi. Zadatak je ispitanika bio rasporediti 5 mogućih bodova (1 – najmanje će mi pomoći; 5 – najviše će mi pomoći) s obzirom na važnost između 5 navedenih elemenata.

Kako se prilikom unosa podataka ustanovilo da neki ispitanici nisu razumjeli kako treba ispuniti ovu skalu (bodove nisu rasporedili, nego su različitim elementima dali iste bodove), obrada je rezultata na ovome pitanju provedena posebno za dvije skupine ispitanika prema tome kako su odgovarali na pitanje: (1) Analiza odgovora ispitanika koji su raspodijelili bodove između 5 elemenata – 33% te (2) Analiza odgovora ispitanika koji su ocijenili 5 elemenata, odnosno koji su nekim elementima dali iste bodove – 67%.

Analiza odgovora ispitanika koji su raspodijelili bodove između 5 elemenata

Ispitanika koji su raspodijelili bodove između 5 elemenata bilo je svega 33%, odnosno 20 ispitanika, pa nismo mogli napraviti sve analize. Stoga ćemo prikazati ono što je bilo moguće napraviti s obzirom na manji broj ispitanika.

Na Slici 2. nalaze se rezultati vezani uz rangiranje pojedinih elemenata po važnosti. Pokazalo se da ispitanici u najvećem postotku (35%) smatraju da su jako važni modeli grafičkih predvježbi, odnosno 45% ih smatra da je to donekle ili jako važno, a 50% ispitanika smatra da je standardizirano crtovlje donekle ili jako važno (samo 10% misli da je jako važno).

Slika 2.

Pregledom rezultata χ² testa (Tablica 7.) uočavamo da nema statistički značajnih razlika u broju pojedinih odgovora za pet prezentiranih elemenata.

Tablica 7.

Kako se radi o manjem broju ispitanika, pa možda s time u vezi nisu dobivene značajne razlike, dodatno smo željeli provjeriti postoji li razlika u srednjim vrijednostima važnosti za pojedine elemente. S obzirom na malen broj ispitanika nismo računali statističku značajnost razlika nego su deskriptivna obilježja varijabli prikazana u tablici koja slijedi.

Tablica 8.

Dobiveni rezultati sukladni su onima na grafičkom prikazu gdje su modeli grafomotričkih predvježbi jedan od najvažnijih faktora.

Analiza odgovora ispitanika koji su ocijenili 5 elemenata

Od ukupnog broja ispitanika 40 (67%) ih je ocijenilo 5 elemenata, odnosno nekim su elementima dali iste bodove. Njihovi su odgovori zasebno analizirani.

Na slici 3. nalaze se rezultati vezani uz frekvencije pojedinih odgovora pridruženih različitim elementima. Pokazalo se da ispitanici u najvećem postotku (82%) smatraju da su modeli grafičkih predvježbi jako važni. Ostali elementi dobivaju podjednake postotke na ocjeni „jako važno" (od 65% do 70%).

Slika 3.

Pregledom rezultata χ² testa (Tablica 9.) uočavamo da kod svih pet elemenata postoji statistički značajna razlika u broju pojedinih odgovora.

Tablica 9.

Na temelju vizualne usporedbe rezultata zaključujemo da je kod svih elemenata znatno više ispitanika koji daju odgovor „jako važno" u odnosu na broj ispitanika koji daju neki od ostalih mogućih odgovora.

Vezano uz te tvrdnje dodatno smo htjeli provjeriti postoje li razlike među skupinama, a da bismo odabrali test, provjerili smo izgled i normalitet distribucija.

U distribucijama se vidi da rezultati znatno odstupaju od normalne raspodjele, a iste podatke prikazuju i rezultati Kolmogorov Smirnov testa kojim smo testirali normalitete distribucija na ovim elementima (Tablica 10).

Tablica 10.

Nakon provjere normaliteta testirali smo postoji li razlika u srednjoj ocjeni koju ispitanici daju svakom elementu i to korištenjem Friedmanova testa za testiranje značajnosti razlika između više zavisnih skupina (Tablica 11.).

Tablica 11.

Rezultati Friedmanova testa pokazuju da nema statistički značajne razlike u prosječnoj važnosti elemenata (χ^2=7,29, p>0,01).

U Tablici 12. nalaze se centrale vrijednosti za pet elemenata.

Tablica 12.

Prema nalazima u Tablici 12. uočavamo da ispitanici uglavnom smatraju kako su svi elementi jako važni (C=5,0).

Nakon toga smo testirali (Mann Whitney U te Kruskal Walllis) postoje li eventualne razlike po skupinama ispitanika ovisno o gradu, zvanju, zanimanju ili obrazovanju, no nisu pronađene statistički značajne razlike u odgovorima među skupinama.

Nadalje smo željeli provjeriti postoji li statistički značajna povezanost između dobi i staža ispitanika s procjenom važnosti pojedinih elemenata. Rezultati Spearmanova neparametrijskog koeficijenta korelacije prikazani su u Tablici 13.

Tablica 13.

Rezultati u Tablici 13. pokazuju da postoji statistički značajna pozitivna korelacija između procjene važnosti upute za držanje pisaljke i dobi ispitanika (r=0,35, p<0,05). Drugim riječima, s porastom dobi ispitanika dolazi i do procjene veće važnosti upute za držanje pisaljke. Korelacija je značajna uz 5% rizika.

Nema značajnih korelacija između važnosti elemenata i staža ispitanika s obzirom na staž ispitanika.

Kod povezanosti među elementima, pronalazimo statistički značajnu pozitivnu korelaciju između procjene važnosti upute za držanje pisaljke sa svim ostalim tvrdnjama (r=0,63, p<0,01; r=0,73, p<0,01; r=0,43, p<0,01 i r=0,48, p<0,01). Nadalje, značajnu pozitivnu povezanost nalazimo i kod procjene važnosti standardiziranog crtovlja i upute za pisanje lijevom rukom (r=0,73, p<0,01) i primjere povezivanja slova (r=0,36, p<0,05). Dodatno, postoji povezanost u procjeni važnosti primjera povezivanja slova i upute za pisanje lijevom rukom (r=0,33, p<0,05) i modela grafomotoričkih vježbi (r=0,34, p<0,05).

Mišljenje ispitanika o potrebi vrednovanja/ocjenjivanja čitkosti rukopisnoga pisma (3. problem)

U ovome smo problemu ispitali mišljenje ispitanika o važnosti čitkosti rukopisa učenika i potrebom da se to ocjenjuje.

Rezultati pokazuju da 67% ispitanika smatra da je potrebno ocjenjivati čitkost rukopisa, što u odnosu na 33% njih koji smatra da ne treba, predstavlja statistički značajnu razliku ($\chi^2=6,7$; $p<0,01$).

Slika 4.

Kad smo provjeravali postojanje razlike po grupama, ustanovili smo da nema statistički značajne razlike u postotku pojedinih odgovora ovisno o obrazovanju i zvanju ispitanika te gradu u kojem radi i razredu u kojem predaje.

Hi kvadrat test je pokazao da je jedina postojeća statistički značajna razlika u zanimanju ispitanika ($\chi^2=4,7$; $p<0,05$).

Pregledom postotaka (Slika 13.) uočava se da učitelji znatno više misle da je čitkost rukopisa važna u odnosu na ostale, kod kojih razlika između postotka odgovora „da" i „ne" nije toliko velika.

Slika 5.

Dodatno nije pronađena korelacija između dobi, staža i percepcije važnosti ocjenjivanja čitkosti rukopisa.

Percepcija ispitanika o važnosti edukacije učitelja o pisanju standardnim školskim pismima (4. problem)

U četvrtome smo problemu ispitali kakva je percepcija važnosti edukacije učitelja o pisanju standardnim školskim pismima.

Rezultati pokazuju da 93% ispitanika smatra da svi učitelji trebaju proći edukaciju, što je u odnosu na 7% posto njih koji smatra da ne bi trebali statistički značajno ($\chi^2=45,1$; $p<0,01$).

Slika 6.

Kad smo provjeravali postojanje razlike po grupama, ustanovili smo da nema statistički značajne razlike u postotku pojedinih odgovora ovisno o obrazovanju, zvanju i zanimanju ispitanika te gradu u kojem radi i razredu u kojem predaje.

Dodatno nije pronađena korelacija između dobi, staža i percepcije važnosti edukacije učitelja.

Rasprava i zaključak

Metodički kontekst poučavanja početnoga čitanja i pisanja zahtijeva uvažavanje znanstvenih spoznaja o grafomotoričkim predvježbama, vrstama grafomotoričkih predvježbi, izgledu pisma (kut nagiba pisma), izgledu crtovlja za školska slova, položaju ruke i pisaljke, elementima od kojih su građena slova i njihovim nazivima te o smjerokazu pisanja.

Praktično metodičko poučavanje podrazumijeva vizualna uporišta za percepciju navedenih školskih slova te primjere povezivanja i razmaka među slovima. Dobro je učenike izložiti i stranim rukopisnim primjerima te različitim fontovima kojima će ih

se u početnom poučavanju senzibilizirati za dekodiranje različitih slova u pojedinim tekstovima. Vještina oblikovanja teksta uvjetovana je i školskim pismom kojim dijete prenosi misao i govoreni modalitet jezika u pisani.

Rezultati istraživanja o predstavljanju hrvatskoga jezika novom školskom grafijom u metodičkom kontekstu pokazuju ovo:

(1) Za tvrdnju „Standardi školskih pisama za početno čitanje i pisanje važan su indikator jezičnog identiteta" (68%) znatno više ispitanika biralo je tvrdnju „u potpunosti se slažem" nego ostale tvrdnje. (2) Za tvrdnju „Sustavno oblikovan model školskih pisama u skladu je s razvojnim osobinama učenika prvoga razreda" podjednak je postotak potpunog i djelomičnog slaganja ispitanika. (3) Za tvrdnju „Poučavanje standardnih školskih pisama omogućit će trajnije zadržavanje prepoznatljivosti slova u rukopisnom pisanju" znatno više ispitanika biralo je tvrdnju „u potpunosti se slažem" nego ostale tvrdnje. Budući da s porastom dobi ispitanika dolazi i do većeg slaganja sa svim trima tvrdnjama, možemo pretpostaviti da se radi o procjeni ispitanika na temelju iskustva u poučavanju početnoga čitanja i pisanja. Važno je istaknuti veće slaganje starijih ispitanika sa svim trima tvrdnjama jer pretpostavljamo da ti ispitanici na temelju iskustva s generacijama učenika prvih razreda procjenjuju da su nova standardna školska pisma usklađena s razvojnim osobinama učenika prvoga razreda te da će poučavanje standardnih školskih pisama omogućiti trajnije zadržavanje prepoznatljivosti slova u rukopisnom pisanju (pri individualnom stiliziranju rukopisa). Iskustvo tih ispitanika očito potvrđuje teorijske postavke da će učenik brže i savladati početno čitanje i pisanje zato što su nova standardna školska slova pojednostavljena u odnosu na dosadašnja izostavljanjem suvišnih slovnih elemenata (Bežen i Reberski, 2014).

U istraživanju mišljenja o važnosti elemenata potrebnih za metodičko strukturiranje nastave početnoga čitanja i pisanja kod ispitanika koji su raspodijelili bodove između elemenata (33%; N=60) treba zapaziti sljedeće postotke: „standardizirano crtovlje" donekle važnim smatra 40% ispitanika, „upute za držanje pisaljke" 30% smatra niti važnim niti nevažnim, a 35% donekle važnim / jako važnim; „upute za pisanje lijevom rukom" 35% ispitanika smatra najmanje važnim; „primjere povezivanja slova" 30% ispitanika smatra niti važnim, niti nevažnim, a 35% ispitanika smatra donekle važnim / jako važnim; "modele grafomotoričkih predvježbi" 35% ispitanika smatra jako važnim.

Iz tih se rezultata može zaključiti kako više od trećine ispitanika ne prepoznaje da „oblik pisma u velikoj mjeri ovisi o prostornim omjerima elemenata te da prilikom poučavanja pisanja od osobite je važnosti imati prava pomagala u vidu crtovlja" (Bežen i Reberski, 2014, str. 84). Gotovo 50% ispitanika ne prepoznaje važnost crtovlja za uspjeh u poučavanju pisanja školskih slova, što je svakako posljedica okolnosti da do sada u tipografiji i metodici početnoga čitanja i pisanja nisu bili jasno definirani elementi crtovlja (redak, visina velikih slova, visina malih slova, izolacijska zona, visina malih slova s podlinijom (descenderom) i mala slova s nadlinijom (ascenderom)) ni njihova svrha u poučavanju početnoga čitanja i pisanja. U novoj metodičkoj literaturi

(*Početno pisanje na hrvatskome jeziku*) usklađene su proporcije slovnih elemenata, a time se omogućuje bolja čitljivost i bolje iskorištavanje prostora pri pisanju. Budući da su u toj metodičkoj literaturi znanstveno utemeljeni i objašnjeni navedeni elementi slova te argumentirani sa znanstvenog (jezičnog) i umjetničkog (oblikovnog) aspekta, a znatan broj učitelja ne uočava značenje te inovacije, očito je kako je nužno provesti temeljitu edukaciju učitelja u osnovnoj školi o toj materiji jer su nesvjesni njezine važnosti za kvalitetu svoga posla.

Ispitanici koji su elemente ocijenili, odnosno nekim elementima dali iste bodove, (67%; N=60) smatraju sve elemente podjednako važnima (za sve je elemente C=5). Znatno je više ispitanika koji sve elemente smatraju jako važnima u odnosu na broj ispitanika koji ih smatraju manje važnima. U navedenom dijelu uzorka stariji ispitanici više od mlađih ispitanika smatraju važnima upute za držanje pisaljke pri pisanju. Pretpostavljamo da stariji ispitanici na temelju iskustva u poučavanju znaju da držanje pisaljke utječe na kontakt pisaljke (pokret tijela) i podloge za pisanje. Taj kontakt mora omogućiti da pisaljka i ruka povlačenjem i pravilnim položajem tijela stvaraju ritmizirane crte i slova. Tako je moguće pisati slova, riječi i rečenice koje su čitljive i uredne. Jedino se tako može postići adekvatna brzina pisanja uz povezivanje slova.

Rezultati ispitivanja mišljenja o potrebi vrednovanja/ocjenjivanja čitkosti rukopisnoga pisma pokazuju da većina učitelja misli kako treba vrednovati/ocjenjivati čitkost rukopisa od 1. do 4. razreda kako bi se kod učenika postigla što veća čitkost rukopisa i mogućnost dešifriranja poruka poslanih rukopisnim pismom. Čitkost rukopisa očituje se u prepoznatljivosti elemenata slova, cjeline slova, poveznice među slovima, temeljnih ulaznih i izlaznih poteza. Također je važno prepoznati *dijakritik karon* (kvačicu), *dijakritik akut* (kosu crta na ć) i *dijakritičku crticu* (crticu na đ) jer se samo uz pretpostavku slovne čitkosti ostvaruje pravopisna točnost u hrvatskome jeziku. S obzirom na to da učitelji nemaju obvezu ocjenjivati posebno čitkost rukopisa, može se zaključiti da bi im takvu mogućnost trebalo na primjeren način ponuditi u stručnim uputama o vrednovanju početnog čitanja i pisanja.

Rezultati istraživanja o četvrtome problemu pokazuju da većina ispitanika misli kako je potrebno sve učitelje educirati o pisanju standardnih školskih pisama. To ozbiljno upozorava na to da učitelji nisu dovoljno osposobljeni za uvođenje novih školskih slova, a posljedica toga mogu biti veće ili manje teškoće učenika u početnom učenju čitanja i pisanja. Tim više što su dosadašnja istraživanja pokazala da učenici u višim razredima manje pišu rukopisnim pismom (do sada: pisana slova), a sve više formalnim slovima (do sada: tiskana slova). „U 4. razredu učenici više pišu pisanim slovima u Hrvatskom jeziku (83%) i Prirodi i društvu (77%), gdje ih poučava učiteljica/učitelj razredne nastave, nego u Vjeronauku (56%). U 8. razredu učenici značajno više pišu pisanim slovima u Hrvatskom jeziku (34%), nego u Povijesti (29%). Pretpostavlja se da postoji utjecaj profesora hrvatskoga jezika, koji potiču učenike na uporabu pisanih slova" (Bežen i Kolar Billege, 2008, str. 447). To upozorava na potrebu da školski sustav i učitelji pojedinačno, i to u vertikali cijele osnovne škole

i u svim nastavnim predmetima, obrate znatno veću pozornost pisanju rukopisnim slovima jer takvo pisanje ima nedvojbenu važnost za kognitivni razvoj djeteta i njegovo komuniciranje pisanim jezikom.

Iz svega se navedenoga može zaključiti da je u metodičkom kontekstu poučavanje pisanoga hrvatskoga jezika složena i višeslojna zadaća za koju je potrebna sustavna priprema, a koju učitelji nisu imali u dovoljnoj mjeri pri uvođenju novog standarda školskih slova u osnovnu školu. Ispitanici smatraju standard pisama za početno čitanje i pisanje važnim indikatorom jezičnoga identiteta. To i jest tako. Metodički kontekst podrazumijeva povezivanje vizualnih, auditivnih i motoričkih osjetilnih senzacija da bi se dječji govoreni jezik prenio u pisani jezik školskim rukopisnim pismom. To većina učitelja osjeća kao stručni problem pri uvođenju novog standarda školskog pisma, ali, što potvrđuje ovo istraživanje, iskazuje i svoju nesigurnost u ostvarivanju tog zadatka. To je jasna poruka upravi škola i školstva kao cjeline da u tome ne mogu uvijek sami i da im je potrebna snažnija stručna potpora, barem u početcima zaživljavanja ove inovacije.