

DEVELOPMENT OF COGNITIVE AND METACOGNITIVE READING SKILLS IN BULGARIAN LANGUAGE TEACHING

The monograph examines the problem of formation and development of reading skills in students of junior high school and high school education.

The first chapter ("Some aspects of the act of reading") presents theoretical statements about reading as a phenomenon that is changing in the context of a hybrid situation in which the "traditional" form of paper reading and screen or digital reading coexist in the same environment. Questions about how the forms of reading change, what influences the perception of the text and the levels of its understanding have reading in the digital environment, what are the effects on the humanities education are asked.

The differences between in-depth and superficial reading and possible consequences for them from the understanding of the text are shown. The features of screen reading and paper reading are compared. The review presents research related to the effects on reading the length of the line, reading time, spatial organization and content of the text and refers to their applicability in the methodology of teaching the Bulgarian language in terms of choosing what types of texts to work with, how to plan and organize the work with them, how the layout, the font, the alternation of the text and illustrative material, the handling of linear linguistic and non-linguistic components affect the comprehension of the text. Based on the review, the following conclusions are reached: research on the reading process cannot claim to be exhaustive because they are always situational; with regard to Bulgarian language teaching, the intuitive selection of texts and their layout is not sufficient, and its dominance affects the graphic and content arrangement of textbooks, as well as the preparation of additional presentation materials and electronic resources, which are handled in the Bulgarian language classes; the levels of comprehension of a read text depend on the motivation of the students, and the process is reciprocal.

The second chapter semanticizes the concept of "reading competence", which is a dynamic concept influenced by the social and educational context. There are three components of reading competence: reading skills (presented in this presentation in two groups - cognitive and metacognitive skills); reading behavior (the use of appropriate metacognitive strategies in the act of reading); attitudes towards reading (preferred conditions and time for reading, sources of information).

The book presents a study of reading attitudes among Bulgarian students, but does not examine reading skills or reading behavior. The survey was conducted with a questionnaire

divided into the following groups: "When I read", "Most often I read", "When do I read", "I prefer to read", "I find information from". Each of the statements were evaluated on 5-point Likert scales, using two scales for consent estimates and three scales for frequency estimates. The findings show a preference for online reading, which is in line with the expectations of changing the forms of reading in a "hybrid" situation in which there are both forms of "traditional" and digital reading. Metacognitive reading skills remain neglected because students rarely exercise purposeful and volitional control over their own reading mechanisms. Classical book bodies (encyclopedias, textbooks) are not preferred forms of encounter with the text. Students show little interest in texts related to civic issues.

The third chapter of the book presents a study that aims to establish the comprehension of a text in Bulgarian, composed of different components, depending on the type of media (paper and electronic) and the time for reading it. Through the system of control and tracking of the gaze (Eye Tracking) the influence of some characteristics of the reading (time) and of the gaze of the reader (saccades, retention and scattering) on the overall process of perception of the text is established. The main task is to compare the levels of comprehension of text (by students aged 13), read in different conditions - on electronic media with controlled reading time (fast and slow presentation of the text, distributed on slides), own reading time and reading on paper. After grouping the participants in the study according to their levels of text comprehension, the individual group characteristics of reading and gaze are compared, as well as the characteristics of gaze when searching for numbers in a text are established. There are studies with a tracking system, but not those that are directly related to students' handling of texts constructed in Bulgarian. The analysis of the results shows that the levels of comprehension are influenced by the speed of reading and the ability to re-read the text.

The key role in understanding a read text is not the carrier (on paper or screen), but the time needed to read. The slow pace of reading worsens the levels of comprehension of the text read. There is no difference in reading at a regulated fast pace or at an individual pace. The statement applies only to the study group. Popular science texts were used in the experiment. When searching for specific information in the text (numbers), insufficiently developed orientation skills become a reason for delays in the execution time or for the complete reading of the text, and not a survey, from which to follow the discovery of the specifically requested information. Key to the study are data that show that students show higher levels of reading comprehension when reading at their own individual pace, which may be due to the ability to go back in the text.

One of the hypotheses for the deterioration of the comprehension of a read text in conditions of slowly controlled presentation may be due to the so-called beginning and end effect. Further analysis of the understanding of the issues related to the information in the middle components of the text (linear text and a table with a diagram on the right and a table placed above the linear text) does not show a weaker understanding. Therefore, this effect cannot explain why slow controlled performance impairs comprehension. This question remains unclear in the presented study. The question of the extent to which the presence of non-linguistic components in the text affects the levels of comprehension of the read text also remains unclear.

The fourth chapter proposes methodological options for working with texts, constructing types of tasks for developing cognitive and metacognitive skills based on strategies for planning work with text. The idea is accepted that the development of reading skills is a progressive process, which includes engaging the attention with both the text and the processes of one's own learning and awareness of one's own advantages or disadvantages in the approaches to the text. The main emphasis on problems is presented and commented on the types of tasks that can be used in different stages of reading (pre-reading stage, tracking the comprehension of the text, finding and naming key ideas in the text, synthesizing information in the text, formulating reasoning based on the given text, constructing own hypotheses).

APPLICATION OF METACOGNITIVE STRATEGIES IN TEACHING BULGARIAN LANGUAGE AND LITERATURE - A FACTOR IN SHAPING THE THINKING GENERATION

The article takes a look at the concept of metacognitive strategies and inscribes them in the context of teaching Bulgarian language and literature. The cognitive and metacognitive skills are compared to trace the interconnectedness between them. The methodological decisions that are made in the lesson on Bulgarian language are supporting the students into creating strategies for discovering different perspectives of a certain problem, for finding solutions, for creating abilities to analyze different facts in the search of a final opinion on a given problem.

The cognitive strategies are understood as the ability to perceive and master scientific information for the purposes of declarative knowledge. Methodological practices for developing cognitive skills and for building metacognitive strategies are proposed.

Cognitive strategies help students apply techniques such as extracting information from a text, finding the main topic of the text, identifying the problem, but presumably do not include the ability to think about the planned sequence of actions performed by the student to solve a task, case study, project creation, etc., and function as a prerequisite for building metacognitive strategies.

Metacognitive strategies are seen as an opportunity to follow the patterns of one's own thinking in solving a learning task, case, problem. Metacognitive strategies seek to answer the question of why and often require the identification of aspects of the problem situation.

The students are encouraged to develop an awareness of their own knowledge by asking questions such as "What do I know?", "What do I not know?", "What do I need to know?" in order to create strategies to think of their own thinking and for it to become more effective by controlling, regulating, adapting to specific conditions.

The development of metacognitive strategies is realized in didactic tasks related to problem solving, which include a wider range of activities. The following sequence of metacognitive strategies is proposed, which can be adapted to the methodological decisions according to the purpose of the task, the student's experience or the age characteristics of the learners:

- *recognizing the problem* (covers the processes of detecting the problem situation, identifying the factors that determine it, defining individual elements in the situation);

- *presenting a solution* (constructing a mind map that anticipates possible solutions and assesses the hypothetical conditions for the emergence of new ones);
- *evaluating the success of the chosen solution* (includes processes of thinking and evaluating and proposing alternatives, if the existing ones are unfounded or irrelevant to the situation).

The application of metacognitive strategies is possible both within learning task in Bulgarian language teaching and in the logical sequence of activities performed during the whole lesson, regardless of its type (for new knowledge, for exercise, for negotiation and summary) or from the offered theoretical linguistic information. A feature of the approach is the ability to seek solutions, rather than to choose from ready-made applied answers, which provides increased motivation of students.

DEVELOPING READING STRATEGIES IN THE CONTEXT OF LEARNING STRATEGIES

The article reviews two key concepts: learning strategies and reading strategies. The aim is to trace what models can be included in pedagogical practice in order to increase the reading skills and competencies of students. Guidelines for work in Bulgarian language classes are offered in order to expand the methodological tools for working with texts.

The need to develop learning strategies through pedagogical and methodological models is motivated, in which it is considered how reading strategies can support the process of thinking about learning and mastering knowledge about how to learn.

Under the concept of learning strategies can be recognized the mechanism by which the learner applies models for processing the information obtained. They are oriented in several directions - finding information from different sources; transfer of existing information from a known to an unknown context; building a system for understanding both the details in a given information and the overall conceptual framework it offers; in-depth tracking of conceptual and semantic chains in the text; building questions from the reader to the text and critical thinking of the theses in the text. Methodological planning sets problem-oriented tasks in which information is not an end in itself, but a means of overcoming tasks of a more complex nature.

A set of reading comprehension strategies has been developed, which includes five leading components: prior information; tracking understanding; identifying key ideas in the text; synthesis; preparation of a conclusion; asking questions.

The first level refers to the pre-reading period and the activities vary according to the type of text and can manifest themselves as the discovery of meanings in the title; reference to other texts with a similar title; tracking the composition of the text and the information about it (annotations, reviews, summary, etc.)

The second level concerns the use of non-verbal references to the text (images, graphics, etc.), and it is expected that the perception of information from visual images affects the understanding of the text.

Inference is the stage at which the hypotheses constructed at the first two levels of reading are tested. The reader is expected to direct his thoughts in the direction of rethinking his own ideas for the text or expanding the ones already set. At this stage it is possible to change the attitude of the reader.

Formulation of self-reflexive questions is a stage in reading that can be realized at the level of cognitive and metacognitive process. In the first case, issues covering only the

acquaintance with the text and the extraction of information from it are covered. At the second level, however, are the metacognitive strategies and they are oriented to questions that the reader formulates for himself and which are aimed at following the very process of thinking about reading. This type of question presupposes fragmentation of the text into separate wholes, each of which should be considered separately. These types of self-reflective questions are: Has my guess been confirmed?, What additional information do I need?, What are the key points in the content I read? and others.

The discovery of key ideas is a stage in the reading process that requires the information received for processing to be channeled and to form a conceptual network, also known as a mind map, which allows different meanings of the text to be added sequentially. The implementation of the strategy requires graphical design of the brain map, which allows linking to a previous level of reading - visualization.

Summarizing is a strategy that is carried out periodically within the reading according to the volume of the provided text. The summary is necessary after each of the separate parts and after the implementation of the previous stages in order to follow the connections, the acquisition or development of new ideas, the increase of the strength of the arguments, etc.

Decision-making refers to the construction of a final idea of the text, as well as to the stage of checking one's own preliminary expectations and subsequent interpretations of the reading stages. The conscious experience here is realized by testing the hypotheses conveyed in the course of the reading.

We present an example model for working with scientific and media text, which can be used in the teaching of Bulgarian language in the topics related to the considered functional styles.

MOTIVATION AND READING

This article focuses on what reading strategies are developed through the teaching of Bulgarian language and literature and how they can increase the motivation to read, assuming that motivation and reading are directly related. The higher the motivation, the more significant the developed reading skills, and the increasing levels of reading skills affect the motivation. The peculiarities of in-depth reading are traced.

The object of analysis is the in-depth reading, considered through the perspectives of the native language learning.

A model is proposed for developing reading skills using metacognitive strategies for working with text with the full understanding that the question remains whether metacognitive strategies should be consciously explained and included in pedagogical practice or the student is expected to reach them independently. In the present study, an approach was used in which metacognitive strategies are not visibly explained, but students are focused on their implementation through the sequence of tasks used.

The proposed model contains the following components: prior information, tracking the understanding of the text, finding and naming key ideas in the text, synthesizing the information in it, formulating reasoning based on the given text, constructing own hypotheses. The experiment was conducted with 12-year-old students (5th grade), which suggests that the study should have a diagnostic function in relation to the degree of mastery of reading skills in the transition between primary and lower secondary education. A short text was presented in the control group, accompanied by questions for reading comprehension. In their implementation, students work independently, and there is no methodical planning for working with the text. In the control group, a planned methodological activity was initially carried out, in which the mentioned model for working with text was followed, and then the same questionnaire was filled in as in the control group, showing the levels of comprehension of the text. The previous information in the text is presented through a short description of the book, an excerpt from which will be worked on. The characters are presented without giving additional information about them, and the plot line is outlined. This activity is accompanied by four guiding questions, which have a motivating role and which require an assumption to be made about the text.

The second stage of the work is aimed at tracking understanding. In it, students are focused on the form of the text because they are required to find the subtitle and interpret it. At this stage, the method of predictive reading is widely used, widely popularized by skills for developing critical thinking. The text is divided into two parts, and after the interruption of the reading the students should fill in a table, which traces their skills to synthesize a part of the

text, to deduce the causal connections in the field of the work, to formulate a hypothesis about what could happen in the text, but also to indicate specific grounds in the text that are the reason for their assumptions. At this stage of the reading, filling in the prediction table provokes asking the questions who, where and how, which actually implements the metacognitive learning strategies.

In the third stage of the work the students are focused on the discovery and comprehension of key identities in the text - the relations between the characters are traced, motives are found in the text, the work is connected with the real life context.

The fourth stage of the work is aimed at synthesizing the information in the text, and the students should reconstruct the plot line. In the last stage, three analytical tasks are proposed in order to formulate a conclusion.

The check of the degree of comprehension of the text is realized through ten tasks of open and closed type. The first three are at the level of extracting information from the text, and the answer can be found directly in the text. Tasks 4., 5., 6. are interpretive and presuppose comprehension of the information in the text and analysis. The seventh task is of a linguistic nature and involves the interpretation of the expression in context. The last three tasks involve evaluating the information.

The analysis of the results shows that the comprehension of the text and the extraction of information have higher levels in the experimental group. However, the following factors must also be taken into account: students in both groups successfully cope with closed-ended tasks, which only involve extracting information from a text, but more often make mistakes in analytical and evaluative tasks. In open-ended tasks, despite the explicit requirement in the instruction, students show an inability to create related text. The object of future research is to trace the reasons, but in the free-answer questions the students in both groups either do not indicate an answer or quote the text, but do not make sense of the information in it. The number of students who provided comprehensive answers by creating a linked text is smaller.

ONE POSSIBLE MODEL FOR WORKING WITH MEDIA TEXT IN THE BULGARIAN LANGUAGE LEARNING

The Bulgarian language curriculum emphasizes the development of students' skills for text perception in relation to the communicative levels - reading, listening, speaking. The purpose of this text is to offer models for working with media texts in classes in Bulgarian language and literature, tracing the cognitive and metacognitive levels of perception of the text in order to develop students' social competence.

The ways of working on: the structure of the text (topic, subtopics, paragraphs) are traced; types of speech activities covered in the practices of Bulgarian language teaching in secondary school (narration, description, reasoning); linguistic functions of the text (informative, appellate, commentary, etc.).

Models of tasks and types of activities for developing skills for perception of media text are proposed. Reading comprehension is considered to be a long-term process in educational practice. This can be achieved by preparing different types of learning tasks, containing instructions that direct not only gathering information from the text and to show its meaning, but also by offering tasks that relate to different levels of perception of the text - the lexical structure, the coherent and cohesive connections in the text, the ideas embedded in it, etc.

Reading skills are presented as a significant pedagogical, methodological and social problem, which is considered in the various educational stages in language and literature education. The social significance of the problem arises from the fact that poorly developed text perception skills turn future citizens into communicatively immature, incomplete participants in the act of communication and easily susceptible to manipulative strategies. In this context, increasing literacy also means increasing civic competence. Working with media texts (on paper or digital media) is part of the culture of the citizen, of active and meaningful participation in public and political debates. The constructed methodological variants for working with media text aim to develop the civic culture of the readers.

Reading skills are perceived as a subset of the group of factors that affect communication through the author's intention, the content of the text, the message, the abilities and goals of the reader / listener in the context of communication. Thus, the act of reading is not considered in isolation, but as dependent on the conditions of communication, on the communicative situation, binding author, reader, goals of the text, goals of the reader. To this prerequisite is added the level of prior knowledge and skills in working with text - the level of decoding, recognizing the meaning of unknown words in the text and the much underestimated in recent

years the role of the level of language proficiency, which is not equally present even in native speakers.

In Bulgarian language teaching, it is essential that students be focused on recognizing the context of communication, the clearly stated or hidden goals in presenting information in the text and how it is organized, because the ability to read includes the ability to recognize the graphic design of the text, which also refers to the psychological models of the impact of the media text on the reader. These prerequisites directly affect the way the student perceives and understands the information in the text.

The article identifies several levels of perception of the text - literal understanding, interpretive understanding, critical understanding, creative understanding. The first refers to information in the text that is directly named. This type of reading most often includes questions and tasks that are aimed at finding information that can be signaled by various language markers. It is oriented towards the assessment of the obvious information in the text and is non-reflexive because it does not presuppose a critical interpretation of the text. Interpretive understanding is related to the awareness of the causal relationships in the text, to the understanding of the various aspects of the proposed information. This type of comprehension of the text usually works with tasks in which the information is not directly presented and its discovery requires a synthesis of the revealed information. Critical understanding is reflexive and involves the transfer of information offered in the text to the student's personal experience. Dealing with this type of task also requires cultural and social experience. Creative understanding includes the ability to create new creative products based on the source information presented in the text.

The development of text perception skills is associated with a set of tasks and types of activities, the sequence of which is an increasing degree of difficulty. The types of tasks are oriented in cognitive and metacognitive levels of reading. Cognitive levels of reading most often include the ability to find information in a text, to make sense, to summarize and interpret. Metacognitive processes are already models oriented to one's own thinking and to the creation of strategies for text perception.

The name for recognizing and displaying information from the text refers only to the literal naming of the information and the possibility to provide it in the text without reference to an external referent. Most often, obvious connections in the text are traced here, which are explicitly manifested, are obvious, have received formal expression through various languages and non-linguistic means. At the metacognitive level, this means tracking one's own mechanism for retrieving information, ie. suggestion by the student in answering the question as an

orientation in the text, what follows the language marketing in it, as distinguishing old from new information.

Interpretation is a cognitive level that requires finding information that is not directly named in the text and that can be made meaningful by tracking causal relationships in the text. This type of activity is based on the first and is usually associated with tracking the relationship partially whole, composition of the text, structural elements, ie. developing a verbal level of reading. At the metacognitive level, in order to perform this type of activity, students must return to familiar parts of the text and summarize them, make mind maps of the information obtained, discover the role of a particular part of the text as a whole, follow the context sentences, etc.

The highest level is the interpretation. It includes the ability to evaluate the text. Tasks for this skill profile usually require recognizing the semantic fields of the text, recognizing and making sense of the ideas in the text, recognizing hidden manipulative strategies, and more. This group also includes the ability of students to compare the information offered in the text with a non-textual referent. It is here that the ability to transfer information from the text to one's own experience is updated or the accumulated experience is updated and the transfer of information from the student's experience to the text is made. At the metacognitive level, the student is expected to make and confirm hypotheses, to ask questions to himself and to the text.

The article is accompanied by a methodological option for conducting an exercise lesson in 7th grade for studying media text. We are working on several media texts with common issues. Some of the tasks are focused on working on each of the texts separately, and others are related to the interpretation of information in both sources. The stages in the course of the lesson are in accordance with the described activities for working with text. Types of tasks are proposed for: gathering information from text, interpretation, reasoning, interpretation, evaluation.

STUDYING A PUBLIC SPEECH IN BULGARIAN LANGUAGE CLASSES

The proposed text deals with the concept of public speaking, embedded in the teaching of the Bulgarian language in the period 8th - 11th grade. The peculiarities of the public utterance as a kind of argumentative text are traced. Significant place is given to the skills that students develop through their work on this genre, distinguishing three main groups - cognitive and metacognitive skills, text creation skills, presentation skills. Methodological models for planning and organizing the work on public speaking on a civil issue are proposed. Public speaking is one of the genres that is systematically included in the curriculum in the two high school stages, and students are expected to master the skills to create public speaking on a moral problem, a life problem, a civic problem, a scientific problem.

The article presents models for mastering public speaking, with an emphasis on the skills developed by students. There are several groups of skills - cognitive and metacognitive, for creating the text, for presenting to the audience. In the first group of skills the following are distinguished: skills for searching information (covering the processes of searching and extracting from sources of information on the set topic); skills for summarizing information (comparing different points of view, detecting contradictions in speeches, recognizing logical inconsistencies, etc.); skills for interpretation (distinguishing a fact from an opinion, hypothesis, argument, which are essential concepts in the creation and formation of one's own argumentative text); skills for transferring information from a known to an unknown context (taking into account what is said in different sources and constructing meaning based on the information in them).

The second group of skills is related to the creation of an argumentative type of text. In general, the skills that develop in the second group are: skills for formulating theses and sub-theses; argument structuring skills; skills for recognizing a fact from an opinion.

The third group of skills is usually related to the way in which the speaker influences the audience when speaking orally. They seem insignificant, but in fact they are an essential part of persuasive rhetoric. The look, the posture, the gestures, the strength of the voice, the distance from the other participants in the communication are essential features of non-verbal communication and directly affect the way the speaker influences the audience and the degree of persuasiveness of his speech.

The important question is what are the methodological aspects of the study of public speaking and how to direct students to get to know its essence. One of the significant problems in the study of this text is the introduction of the topic, because in order to have a contradictory

opinion, the topic must be chosen so as to provoke disagreement, to give the opportunity to take a position, to oppose points of view on a given problem. The ways of formulating the topic of the public speech can be systematized in the following directions:

- direct opposition to two statements, to two facts, phenomena, valued categories - *For and against school uniforms, For and against euthanasia, For and against emigration.*
- derivation of the topic based on a quote, aphorism, catchphrase - *Escape from freedom, Erich Fromm; To have or to be, Erich Fromm, Cynicism in some cases is a form of shyness, Atanas Dalchev*
- declaring the specific denotation - *Friendship, Separation, Smoking, Deception, Ecological catastrophe*
- formulating the topic through a question - *How to win debates, How to achieve happiness, Why (not) vote in elections, Is there global warming*
- formulation of the topic as a statement - *Poverty is a state of mind, not the body, Man chooses some of his diseases, Reasonable caution is a cover for fear*

A methodical version for work on public speech on a civil problem is proposed, as the course of the lesson is organized in three cores - preparatory stage (students get acquainted with public speech on a civil problem, comment on the composition of the text, thesis and arguments of the author, the end of the speech recall the speech formulas for politeness, which are appropriate to use in formal communication.), the real part (planning of public speaking, preparation of arguments, work with tasks for introduction to the topic, work with case studies, possible guidelines for constructing a thesis), concluding part (presentation of the public speech to an audience taking into account the verbal and non-verbal means of expression).

ATTITUDES FOR READING (A SURVEY AMONG BULGARIAN HIGH-SCHOOL STUDENTS)

The article presents a survey of the attitudes towards reading of Bulgarian students. There are 517 participants, of which 337 girls and 180 boys between the ages of 13 and 18 from Sofia and other schools in the country. The survey is conducted through a 5-module survey, covering 74 statements in the groups: "When I read", "Most often I read", "When do I read", "I prefer to read", "I find information from". Each of the statements was evaluated on 5-point Likert scales, using two for agreement estimates and three for frequency estimates. The article presents an analysis of the results of the study. The following is established: reading online and on screen is preferred to reading on paper; there is a lack of well-mastered metacognitive reading skills; The main source of information is the Internet environment.

The main goal of the survey is to establish students' reading attitudes, with an emphasis on the behaviors of the participants.

The aim of the study is to check which types of behavior are specific in students when working with text in terms of the degree of mastered cognitive and metacognitive skills for working with text, preferred reading environment, preferred reading time, preferred type and genre of text read, preferred sources for finding information.

The first module covers statements related to participants' reading behavior and examines the extent to which they have mastered metacognitive and text-based learning skills. The second module deals with preferred genres and types of texts to preferred sources of information, as well as to preferred places and conditions for reading. The third module deals with preferred reading times and conditions, with an emphasis on establishing the regularity of reading. The fourth module covers statements concerning the volume, clarity and subject matter of the texts. The fifth module refers to preferred sources of information (websites, parents and friends, teachers, textbooks, encyclopedias).

The study leads to the following conclusions:

- Students show an attitude of linear non-systematic reading, expressing willingness to voluntarily remember the information in the text, reproducing it, but not to evaluate it or by formulating questions to seek additional information on the problem.
- There is no attitude of effort for the perception and understanding of a text that contains vague or unknown words, statements, etc.
- Students tend to summarize information from a specific text, but not to refer to other sources on the topic.

- In the preferences regarding the genres of the text, preference is given to fiction at the expense of scientific, popular science and media texts.
- In terms of lexical composition, preference is given to texts in clear and accessible language.
- The search for information in textbooks gets a lower average than other statements in the group, which may be due to distrust in textbooks, lack of sufficient information in them, which is really of interest to students, and their perception as a helpful tool only in the learning environment.
- Classical book bodies (encyclopedias, textbooks) are marginalized in students' perceptions and are not a preferred source of information.
- In students' perceptions, reading and searching for information function alike because the preferred source is social medias.
- The reading of texts related to the civic sphere of communication remains poorly represented, which problematizes the possibility for active and conscious participation in political and public life and undermines the idea of civic education in school.

EXPLORING READING COMPREHENSION SKILLS IN PAPER TEXT AND SCREEN TEXT

In this text we present in a comparative plan a study of the type of reading in text on paper and on electronic media. The main goal of the research is to study the comprehension of a text (in Bulgarian, composed of different components) depending on the type of medium (paper and electronic) and the time for reading it.

Also through a system for control and tracking of the gaze (Eye Tracking) to establish the influence of some characteristics of reading (time), as well as the gaze of the reader - saccades (short jumps); retention and dispersion - on the whole process of perception of the text.

The main task is to compare the levels of comprehension of text (by students aged 13), read in different conditions - on electronic media with controlled reading time (fast and slow presentation of the text, distributed on slides), own reading time and reading on paper.

1. Hypotheses

The degree of comprehension of text when reading on paper is different from that when reading the same text on electronic media.

Comprehension of a text depends on the time for reading it in conditions of own individual pace or controlled - fast and slow presentation on electronic media.

The degree of comprehension of text is influenced by the type and location of the stimulus material - linear text and nonlinear language components (table placed below linear text; continuous linear text with diagram to the right; table placed above linear text; two linear texts located next to another).

The perception of the text is influenced both by some characteristics of the reading (time) and by the characteristics of the reader's gaze (saccades, retention and scattering).

2. Research methodology and tools

2.1. Participants

The study included 130 participants at the age of 13, divided into five groups, each of which included 26 students from schools in Sofia.

2.2. Stimulus material

For the purposes of the experiment, a text in Bulgarian was constructed, consisting of four components, which are: a table placed under linear text; continuous line text with a diagram on the right; a table placed above a linear text; two linear texts placed next to each other.

2.3. Experimental conditions

Under all experimental conditions, the main dependent variable is the comprehension of the read text. First experimental condition (reading on paper, full text on A3 format). Second experimental condition (reading on a computer screen at an individual pace). Third experimental condition (reading on a computer screen with documenting the process through a system for tracking the movement of the gaze on the screen - Eye Tracking): Fourth experimental condition (reading on a computer screen at a controlled pace with slow presentation of static slides). Fifth experimental condition (reading on a computer screen at a controlled pace with fast presentation of static slides).

3. Results and analysis

Text comprehension is weaker when reading on electronic media (with slow slide exposure) than when reading on paper, because under the second condition the text is presented on one page in its entirety, which suggests that the view is difficult to distract and isn't interrupted. Under the experimental condition of reading on electronic media (own tempo), compared to reading on a computer screen (Eye Tracking), the time for complete reading of the text (four slides) is longer and with a much larger scope of individual times of individual students. When reading on a computer screen (Eye Tracking), students do not have the opportunity to go back in the text because they read aloud, while when reading at their own pace, going back is possible.

Comprehension of a read text is better when the slides change quickly than the slow ones, because the extended time probably leads to distraction of the reader, to forgetting the supports in the text or to losing the connections in the topic and in the statements of the separate parts.

Under the experimental conditions of reading on paper and reading on a computer screen with fast controlled presentation, comparability of the values of comprehension is observed. A possible explanation for this is the fact that under the two experimental conditions the reading takes place with its own time. The significant difference in reading comprehension on both self-timed paper and computer screen (Eye Tracking) is confirmed compared to the results of reading comprehension on a computer screen with slow controlled presentation.

When comparing experimental conditions, paper reading versus reading on a computer screen at one's own pace, reading with fast controlled performance versus reading on paper, reading on a computer screen (Eye Tracking) versus reading on paper, reading on a computer screen with fast controlled performance versus reading on a computer screen at your own pace, reading on a computer screen (Eye Tracking) versus reading on a computer screen with fast controlled presentation there are no differences in the values of comprehension, which means

that comprehension does not depend on the media on which it is. There is commensurability in the reading times of the students from the two subgroups (with lower and higher levels of comprehension), reading both on a computer screen and on paper, ie. the type of the source of the information does not affect the understanding.

DIGITAL CIVIC COMPETENCE IN BULGARIAN LANGUAGE TEACHING

The article presents the concepts of civic competence, digital competence, digital civic competence.

There are contradictions around the terminological essence of the concept of digital competence. It is not established in scientific speech, in which the concepts of digital literacy, media literacy, information literacy, etc. predominate, in order to present the expanding forms of literacy.

The formulation of the concept of digital civic competence includes the stakes of both digital culture and civic competence. In the present statement, however, we accept the concept of competence, understood as a set of knowledge, skills and attitudes.

Digital civic competence includes knowledge of: forms of political governance; forms of active and passive citizenship, intellectual property in the digital space and forms of plagiarism; the concept of "virtual state"; the authorship of media texts in the online environment, the functioning of online media, knowledge of the rapidly changing forms of digital technologies, the responsible use of digital space; skills for: active participation in the political process, adequate taking one's own position, recognizing forms of plagiarism, distinguishing the source of information, regular use of the Internet space as a source of information and measured and distant attitude to the presented information, recognition of the manipulative attitude and the manipulative concepts in the media texts; recognizing the permissible and the inadmissible in online communication; recognizing the negative side of the use of social networks, critical approach to information; relations for: makes sense of the Internet and as a political project; awareness of the role of the media in shaping public attitudes; comprehends the role of authorship on the Internet; is aware that the information coming into the online space is often collective, unfounded, unverified, but when it comes to political speech - slogan; to recognize and counteract hate speech; building a measured rather than a clichéd attitude towards concepts such as racism, xenophobia, prejudice, stereotypes; protection of personal data, for respect for the interlocutors in the online space.

Digital civic competence can enrich the role of Bulgarian language teaching by forming several main groups of skills: oral and writing skills (recognized as an opportunity to create texts in an online environment tailored to the intended audience and to comply with the basic principles of speech etiquette in online communication); skills for "reading" media texts (including the detection of prejudices and stereotypes in media texts, as well as the role of media texts in forming a certain type of attitudes); skills for conducting debates on issues of a political,

public or institutional nature; skills for recognizing argumentative strategies in the text; skills to compare different sources and to verify the accuracy of the information presented in them.

This text assumes that the development of digital civic competence is a process that relies on interdisciplinary links in learning. This process encompasses a series of connections focused on the knowledge and skills that the student acquires and develops in different areas and which he applies to solve a specific problem, such as integrating this knowledge and skills into a whole. Interdisciplinarity is expressed in various aspects, which show the degrees and spaces of manifestation, as well as its functions:

- comparing information from one subject area to another (relying on the integration of knowledge and skills from different subject areas);
- combining theories and concepts - in solving a problem takes theories and concepts from different subject areas and directions;
- systematization of knowledge from different subject areas into a whole - this type of interdisciplinary relationships rely on problem solving. They are usually related to the presentation of a case or task, the solution of which must be obtained not simply by transferring from one subject area to another, but rather by creating an amalgam of information in which the object is no longer clearly recognizable.