

Book Reviews

Rozvoj komunikační kompetence žáků s lehkým mentálním postižením

Zezulkova, E. 2014. *Rozvoj komunikační kompetence žáků s lehkým mentálním postižením*. Ostrava: Ostravská univerzita v Ostravě, Pedagogická fakulta, 176 s. ISBN 9788074646904

Vedecká monografia autorky doc. Mgr. Evy Zezulkové, PhD., približuje problematiku rozvoja komunikačných kompetencií žiakov s ľahkým mentálnym postihnutím v primárnom vzdelávaní. Publikácia autorky je druhým aktualizovaným vydaním zameraná na čitateľské schopnosti žiakov.

Obsah práce je rozčlenený do štyroch kapitol. Prvá kapitola má názov *Vymedzení základních pojmů*, kde autorka definuje základné pojmy týkajúce sa komunikácie a mentálneho postihnutia ako sú pedagogická komunikácia, komunikačná kompetencia, komunikačná kompetencia v systéme vzdelávania, osobitnú časť autorka venuje žiakom s ľahkým mentálnym postihnutím edukovaných na základnej škole. Apeluje na pedagógov a na ich pripravenosť porozumieť žiakom s mentálnym postihnutím ako na predpoklad vyhľadávania a uplatňovania vhodných prostriedkov na dosiahnutie vytýčených cieľov. Zdôrazňuje dôležitosť vypracovania individuálneho vzdelávacieho plánu vhodného pre daného žiaka tak, aby nenarušal prácu učiteľa alebo pozornosť ostatných žiakov.

Kapitola *Nástin ontogeneze řeči* podrobne popisuje vývoj reči od narodenia dieťaťa cez prvé vydané zvuky až k tvoreniu slov a viet. Autorka determinuje rozvoj komunikačných kompetencií detí s mentálnym postihnutím. Konkrétne opisuje súvislosť vývoja komunikačných schopností s myslením, motorikou, sluchovou a zrakovou percepciou a sociálnym prostredím. Tretia kapitola s názvom *Rozvoj komunikační kompetence žáků s LMP* je zameraná na učenie žiakov ako na dlhý proces osvojovania si základných poznatkov. Žiaci s mentálnym postihnutím majú problém so zapamätávaním, uchovaním a vybavením informácií z pamäti, preto pri procese učenia musí pedagóg vybrať efektívne metódy, aby žiak danému učivu porozumel a zapamätal si ho. Veľkú úlohu pri rozvoji komunikačných kompetencií zohráva aj logopéd, preto ho autorka pokladá za veľmi dôležitú súčasť vyučovacieho procesu.

Posledná kapitola vedeckej monografie, *Analýza komunikační kompetence žáků s LMP v primárním vzdělávání*, je venovaná výskumu, ktorý je zameraný na žiakov s ľahkým mentálnym postihnutím a na ich dosiahnutú úroveň vo vybraných oblastiach komunikačných kompetencií. Na základe analýzy zistených výsledkov bolo potvrdené, že žiaci s ľahkým mentálnym postihnutím majú problémy so zafixovaním čiastkových spôsobilostí vo vybraných oblastiach komunikačných kompetencií a v komparácii s očakávaným výstupom v predškolskom vzdelávaní. Autorka poukazuje na nutnosť vytvoriť systém podporných opatrení rozvoja komunikačných kompetencií za účelom: zmierniť negatívny dopad čiastkových

spôsobilosti, ktoré nie sú diferencované (vysoké riziko), eliminovať negatívny dopad čiastkových spôsobilosti, ktoré sú diferencované (stredné riziko), fixovať a automatizovať čiastkové spôsobilosti, ktoré sú diferencované (mierne riziko). Čiastkové spôsobilosti komunikačnej kompetencie boli posudzované u 1114 žiakov s ľahkým mentálnym postihnutím v primárnom vzdelávaní v Českej republike. Cieľom výskumnej práce, ktorá je súhrnom výsledkov z rokov 2002-2012 je napomáhať žiakom v zlepšovaní čitateľských kompetencií už v predprimárnom zariadení a pripraviť ich na lepší vstup do školského prostredia, kde komunikácia je a bude nevyhnutnou súčasťou ich života.

Publikácia je určená najmä pre pedagógov, špeciálnych pedagógov, logopédov a rodičov detí s mentálnym postihnutím. Je pomôckou k lepšiemu pochopeniu nedostatočne osvojených čitateľských schopností žiakov s mentálnym postihnutím a svojimi poznatkami obohacuje špeciálnopedagogickú prax o nové dosiaľ nepreskúmané skutočnosti.

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Cool English School 3

Reid, E., Kovacicova, E. et al. (2015) *Cool English School 3, Pupil's Book*. Košice, TAKTIK, 103 p. ISBN 978-80-8180-000-9

Reid, E., Kovacicova, E. et al. (2015) *Cool English School 3, Workbook*. Košice, TAKTIK, 83 p. ISBN 978-80-89530-99-1

The Cool English School set comprises of a Pupil's Book and a Workbook. The materials are meant to be used by the third-year primary school pupils. Both, the book and the workbook are divided equally into a starter, eight units, revision sections and three intercultural topics. A solid framework gives pupils support in that all units are structured logically. A colourful picture with the target vocabulary opens each unit. Children at the age of eight and nine, who the set is aimed at, encounter the main characters in every unit. The characters accompany them on their learning and thus make the learning process more motivating and engaging. Pupils can even identify with some of the characters on the basis of behaviour, likes and dislikes, emotions or preferences expressed especially in stories which reflect situations from real life. The workbook also includes a list of vocabulary covered in the whole book. It can be used as a bilingual dictionary as it presents English words, their translations and pronunciation in phonemic symbols. The second dictionary that can be found at the back of this workbook is a picture dictionary. Pictures are black and white for pupils to colour them. The dotted lines suggest that pupils can cut the pictures out and use them for various games to revise and reinforce English words, their pronunciation and what is more, pupils are given possibilities to interact with their classmates and in this way improve social interaction and communicative skills. The logic is what the set does not definitely lack. Every unit presents a group of target words connected to the topic it is focused on. The topics presented are family, school things, body, food, animals, rooms, days, everyday activities, clothes, weather, seasons and months. As for grammar, children learn verb to be, structures there is/ there are, verb have got, verb like, modal verb can, present continuous and present simple tense. Except for a number of various task types that guarantee enough practice and satisfy needs of different types of learners, each unit includes so called remember task which asks pupils to learn a grammatical item by heart. It is a kind of drill exercise that represents an inseparable role in language learning. The positive aspect is that the authors included only one piece of such a task in a unit. By doing so, they created space for developing other thinking skills such as understanding, applying and creating, not only remembering. A special attention is paid to pronunciation. In comparison with different publications aimed at first school pupils, the Cool English School gradually familiarizes children with phonemic symbols. Among some functions introduced to learners there are greetings, introducing, expressing likes and dislikes, asking about basic personal information, saying thank you and you are welcome or asking for something. Authentic stories, in which these functions are presented, reflect real life situations. The only drawback we have noticed is no numbering of

pictures as some children might be confused by their order. To add another positive of the set, pupils are given space to use their knowledge from different school subjects such as Maths or Natural History to facilitate learning. As for skills, development of all four language skills is highly supported. Logically, the focus is placed on listening as children need to be exposed to plenty of language first before they imitate and produce. Listening tasks not only require children to simply repeat or practice, in other words learn the text by heart, but also distinguish true information from the false one. The materials include several reading comprehension exercises, too. The third skill and that is writing is supported by numerous task types such as write and match or match and write, write words, write sentences, fill in, read and write, match and fill in, listen and fill in or complete the chart and others. Another key point to mention is that the interconnection between individual language skills is considerably encouraged. Children gradually adopt speaking, which means they begin with repetition, go through practicing and acting out, learn to produce short turns in conversations and get to producing shorter monologues. The authors kept the age of children in mind when choosing appropriate exercises and task types. The children's playfulness is nourished through chants, songs, stories, games, projects or picture dictionaries; to put it another way, by activities which satisfy their needs and interests. Moreover, these activities as an inseparable part of a mother tongue acquisition can facilitate learning of a foreign language. Regarding some more examples of activities that children might find attractive there are find differences, find someone who, odd one out and board games. The Cool English School set, in comparison with different teaching materials for first schools, focuses on differences between Slovak and British cultures. The understanding of distinction is facilitated by illustrations of Slovak and British flags. In addition to that, pupils' cultural awareness is supported by worksheets on three festivals: Halloween, Christmas and Easter. Children not only learn the language, but they also learn about its culture and traditions. The space for self-assessment was created, too. Every unit in the workbook includes one exercise called "This is what I know" where children reflect on what was covered and how much of it they are able to remember or say. We believe that all types of learners will identify with the set as it includes a large variety of task types. These play an essential role in satisfying learners' needs and different interests. When taking state education program and educational standards into consideration, the topics and grammar meet all required criteria. Pupils build their language base step by step, unit by unit. Both vocabulary and grammar cyclically reoccur and hence ensure space for language reinforcement and retention. In conclusion, the Cool English School set is a valuable teaching material that encourages the development of language systems and skills, promotes motivation and creativity, takes pupils' needs into consideration and respects their different interests. Furthermore, it enhances social interaction to a point that corresponds with the age of learners and psychological readiness for cooperation. It seems reasonable to state that the materials contribute

significantly to the field of teaching English as a foreign language as they widen the amount of materials teachers of English might choose from.

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