



Management of Teaching to ready and writing through art therapy in children

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ABSTRACT

This method helps to identification learning problems in the process of reading and writing in children. Is a study qualitative, is based in a methodology action research, with objective the children teach reading and writing in Spanish with the collage technique and method literacy, through steps: a) The first moment, diagnosis; apply an exam about the ready and writing. b) Planning for development teaching of ready writing, thought collage technique, new tool of the therapy art, a didactic strategy is proposed to teach reading and writing, through the technique of collage. c) educative intervention for teaching literacy was done in a first-grade group with 27 students, through a series of steps, the figure is drawing whose name begins with the letter L-l, then they cut it out and they indicate to the students what it is, and the objective is that they learn the letters and what words can be written with that letter, also read the same, finally the child must paste cuts of a single-color favorite, using the common magazine. d) Analysis and conclusion, the effects of the collage technique of art therapy, children learn the letters and words through the process of literacy, using this method and time learning environments are presented to learn letters, syllables and words through of collage, a method of visual projection. Conclusion is that the method ready writing is new proposed for teach to ready and writing. Children learn their first words in the first month, in addition to reading and writing habits.

Keywords: method literacy; method syllabus; management; thinking skills; elementary school

INTRODUCTION

The literacy in the century XXI, has been importance in around the world, because is the door for open the knowledge today. I will pretend development of ready and writing through of collage technique. In Japan, the collage technique help to feeling good various illnesses such as neurosis, depression, schizophrenia.

In Japanese reports, therapist have generally interpreted the expressions of individuals in terms of the framework of projective or symbolic theory. Also is used in film and painting

(Doğru, 2017); produced a series of collages that pointed out, through text and symbols (VanDiver, 2018). Sometimes the technique has been used in education for the concentration and attention in class for consolidated knowledge and arrive metacognition, also permanent learning. The collage technique it can be considered as a verbal form of the visual technique collage, also as a fundamental compositional technique in surrealist writing (Stockwell, 2017). The editors of Encyclopedia Britannica (2013) mention that collage was first used to words by Dada and surrealist artists, especially Max Ernst.

Collage is an artistic technique first identified in the 20th century in which paper, photographs, fabric and other items are pasted on paper or canvas. The collage was fundamental for the development of Cubism and, in particular for the work de Picasso and Braque, it can argue that these fragments modify the fragmentation of the modern world under capitalism and align closely with the assembly technique found in modernist media, including writing, such as Walter Benjamin photography by artist such as Hannah Hoch and the work of filmmakers like Dziga Vertov (Hild, 2016).

The syllabic method is awarded to be pedagogues Federico Gedike and Samiel Heinicke towards the end of the 18th century;

consist in the development of literacy from the teaching of the vowels, subsequently the consonants, the formation of syllables and the words, the process emphasizes first of all knowing the entire alphabet, the vowels and their sounds, combining the vowels with the consonants forming syllables (diphthong, triphthong and complexes) and finally the combination of syllables, forming new words and sentences (González-López, Machin-Mastromatteo y Tarango, 2019; González-López, 2020; 2021).

The concept of commutation skills such as reading, writing, listening and orality has been expanded and reference is made to the skills, knowledge, values and attitudes to successfully face the challenges of private, professional and social life. Not only for the academic world but to continue learning throughout life. Gonzalez-López (2019) mentions the importance of the development of oral language and articulatory maturity sufficient vocabulary and good pronunciation at the beginning of reading so that you can decipher what you read. Burke, O'Byrne and Kafai (2016) mention that coding allows students to communicate, socialize and participate in the literacy practices necessary in their future careers as global citizens.

The children of first grade in Mexico, literacy is normally taught to children between five and six years old, given their motor and physical maturity that places them in possibilities to learn to read and write, although in private college. They begin with these activities in the preschool stage. In both cases, the method that is most appropriate and accepted by the student is sought, because it requires the use of their physical, cognitive, physiological, emotional and attitudinal skills. The writing-in addition-requires the control of the muscles and the motor skills of the shoulder, arm and hand, along with the development of the cognitive process and the concentration necessary to perform the strokes. The art therapy development the thinking skill are to development the critic thought, for example learn to compare, observe, classify, order, represented, letter and words identify also further communicate the information. The effects of a cognitive is a pathway to promote class creative thinking (Lucchiari, Sala & Vanutelli, 2019).

METHOD

The action research (AR) is qualitative research method, also offers a process by which current educational practice can be changed to better practice. The overarching goal of action research is to improve practice immediately, because the art therapy is part the process for reflection and reflective teaching (Metler, 2016; Machin-Mastromatteo & Tarango, 2019). The action research methodology was carried out in five stages: a) diagnosis, it was implemented test for group the first of elementary school, about ready and writing, b) activity planning for the development of reading and writing in Spanish, through the collage technique, it is a researcher's own design, c) educational intervention, d) the analysis, e) the discussion and conclusions. The quantity of the sample is 27 students, 14 are boys and 13 girls.

The boys were very restless, one child Attention Deficit Hyperactivity Disorder (ADDH), and was even medicated. The test performed showed that the children who participated in this first study were in the preoperational stage or the childhood stage. Specifically, the stage of literacy in which the children are: 21 were the presyllabic stage and 6 in the syllabic. It is important to highlight that the children who were in the presyllabic stage were the ones who took the longest to carry out the activities, which is related to such a literacy stage. Next, the results of each strategy implemented in the study are described through the rubrics corresponding to strategy, for literacy with collage technique.

Diagnosis

The diagnosis results of 1st grade of Spanish, the results of the children in Spanish included that the majority understood the reading, when the teacher read, but they did not know how to write their full name, did not know the spellings, digraphs and in general they did not read words, or sentences. The group rating of the Spanish diagnosis was five out of ten points. The number words the wrote at the beginning of the study was zero to three words, then it was 4 to 10 words.

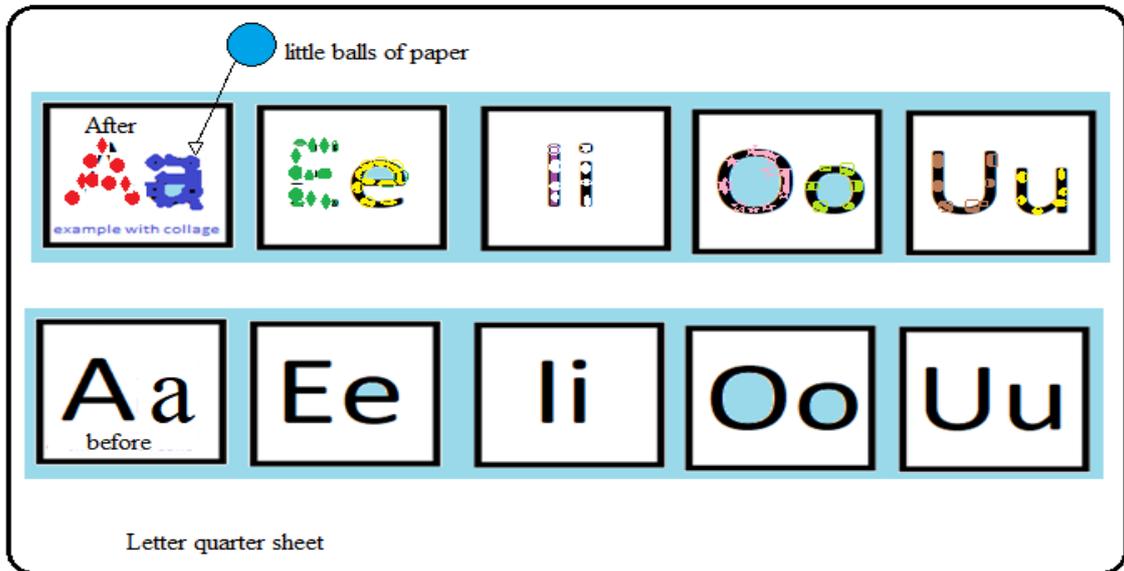
Activity planning for the development of literacy method through the collage technique.

The syllabic method to the ready and writing, is awarded to the pedagogues Federico Gedike Heinicke towards the end of the 18th Century and consist of development of literacy from the teaching of vowels, subsequently the consonants, the formation of syllables and the words (Limón, 2016).

The process first emphasizes knowing all the alphabet, then vowels and their sounds, combine the vowels with consonants, from syllables (diphthong, triphthong and complex) and finally the combination of syllables, forming new words, sentences and texts. To teach Literacy method, (syllabus method): we must take the process the ready and writing the next steps (González-López, 2018).

First step to learning literacy method: teach to Spanish alphabet (Aa-Bb-Cc-Chch-Dd-Ee-Ff-Gg-Hh-Ii-Jj-Kk-Ll-ll-Mm-Nn-Ññ-Oo-Pp-Qq-Rr-RRrr-Ss-Tt-Uu-Vv-Ww-Xx-Yy-Zz). Teach each letter with example names of things, events, or people. Is better with example with drawings.

Second step: teach letters; first the vowels (a-e-i-o-u) y seconds the consonants (b-c-ch-d-f-g-h-j-k-l-ll-m-n-ñ-p-q-r-rr-s-t-v-w-x-y-z) with the collage technique for example (Figure 1):

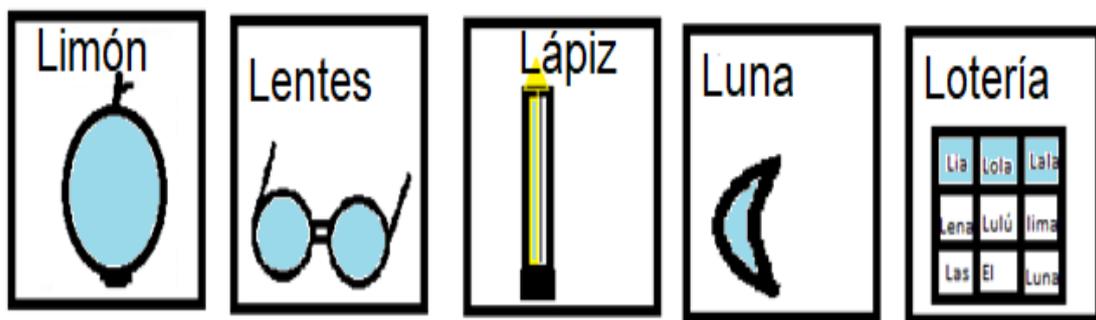


Source: own elaboration

Figure 1. Second step for learning literacy method with collage technique, size ¼ sheets

This step, the teacher must teach first de letter, before paste the paper clippings only in the stroke the letters (Figure 1). They would mean that each letter has to be completed of silhouette with little balls of paper soft so, as other example.

Third step, it must know the high consonants the Spanish alphabet (b-d-f-h-k-l-l-l-t), and low consonants (c-g-j-m-m-ñ-o-p-q-r-rr-s-u-v-w-x-y-z). Is important that know it the differences in letters of alphabet for learning well (see Figure 2).



Source: own elaboration (2019).

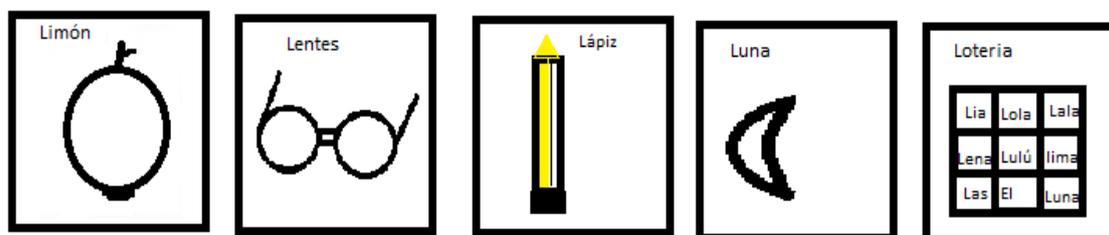
Figure 2. The words and draws with letter L-l in Spanish

Teach the abecedary first, by its name of the letter, the sound, what are the vocals, consonants, letters high and low letter, which word has an accent. Repeat this activity with all the letters of the alphabet, with drawings that begin with the letter you want to teach the children.

Fourth step: teach the syllabus; first the syllabus (the vowels for example; diphthongs, ai, ei, oi, au, eu, ou, iu, uo, ui, io, ie, ia, en, in, el, al, em, etc.), after de vowels mix with consonants, for example (la-lo-lu-le-li) etc. after It can begin with

Fifth step: teach the strategy

1. Decided to objectives for strategy
2. Draw seven times in white sheets on *limón*, *lentes*, *luna*, *lotería* and *a lápiz*, after cut each draw, the size of a sheet (see figure 1). To explain the significance of each word and the better, the use in the daily life (see figure 3).



Source: own elaboration (2019)

Figure 3. Elaboration collage technique fills with paper balls

3. 27 common magazines got for each student
4. 27 glue for each student
5. Each student decides their favorite color, to look for figures of their favorite color in magazine and paste your chosen figures from the magazine, to fill the cropped figure

Educative intervention

Table 1. The didactic strategy for development ready and writing, based in the collage technique

Objective	Develop thinking skills (observe and concentration) reduce stress through collage technique to strengthen self-esteem, increase creativity, emotional control and at the same time teach the letter 'L', words and text with the letter 'L'
Time	One session the tree hours, including the time evaluation
Subject	Spanish
Alone-equipment	Individual
Didactics resources	magazines, glue, and cutouts of the size of a letter-size sheet in tin, lime, moon and pencil shapes (see figure 1)

Begin the activity	<ul style="list-style-type: none"> i. I greet all the students. ii. Brain gymnastics: it was written on the board: la-lo-lu-le-li, lila, Lola, Lulu, lila, Lalo, lula, the children stood up and read the syllables in unison (four times). iii. The thinking skills were taught (memorize, observe, and attention) with examples iv. The objective of the strategy was mentioned and what they would learn from the collage technique v. On the board, the researcher wrote the words: <i>limón, lentes, luna, lotería and lápiz</i> (words in Spanish), then handed the children the cuts corresponding to the words written on the board. vi. To explain the significance of the words (see subsection b)
Development of activity	vii. A magazine was given to each child and a figure in the shape of a can, lime, book, moon and pencil, each one was, asked to choose a color, so that the things to be cut from the magazine were the color the chose, it is that is, if the child chose the color orange, he was told to cut only the orange drawings and then paste them into the figure the researcher handed him.
Finish the activity	viii. Each child finished his collage and presented it to his classmates. He stuck each figure on the board.
Instrument	Evaluation; concentration skills, search for figures of certain color, ready, writing, creativity, communicates their activity and recognition of emotions,

Source: own elaboration (2019)

RESULT AND DISCUSSION

The results are good, in the situation that the children attend with great joy the activity, noticing a motivation to the experience they are going through, and at the same time learning to know how the letters of the alphabet are, how they from the syllables and the words also understand the part of reading and writing.

Table 2. The results of strategy apply in students the first grade the elementary school

Skill evaluated	Number of children who develop the skill / criteria (n=27)
Searched figures favorite color	27 students chose their favorite color, including red, blue, yellow and green of the most common in the group
Ready of words	27 students could read the five words of the figures, because was very easy for the figure
Writing words	17 students managed to write the five words, the remaining 10 students, they also succeeded but in more detail the explanation
Communication the task	27 students managed to communicate the works in front the classmates
Concentration	26 students were concentrated in the activity and one of the students was distracted by talking all the time and the activity did not end
Active participation	27 students worked happily and concentrated

Creativity	26 students were observed to have creativity for collage, a student
Emotions	The 27 students manage to feel good in the classroom and learn to read and write at the same time with the thematic collage (in this case words with the letter L-l manifest concentration and motivation)

Source: own elaboration (2019)

Table 2 summarizes the results of the skills taught throughout the strategy. Those that were learned by the students, included in general a manifestation of the children, which is positive for their learning, since they allow them to work calmly, concentrated, with classmates and feeling free in class. In the case of the child with Attention Deficit Hyperactivity Disorder (ADDH), it was observed that it was participatory concentrated and presented the best work done because it cut each figure firmly without splicing them with the other figures; this student mentioned that he had chosen the favorite color red because he was cheerful. In this activity the tranquility in the students, their participation and possibility of finishing the work stood out.

Discussion

This collage technique, in mode, if you carry the Phonetic alphabetic and syllabus method (González-López, 2018), while teaching the letters, you can work with the technique of collage, for example, the letter 'L - l' was seen, the five repeated figures were printed so that each student in the group chose one and learned the letter L-l. The following figures were printed (can, lemon, moon, glasses, and a magnifying glass). Once the student chose a figure each student was instructed to take a magazine and choose cuts of their preferred color, then the child, the dill the printed sheet with cutouts, then write and read the name of the figure in the sheet finally describes it.

The collage technique is a way that the teacher who teaches literacy will be evident to use this collage technique for teaching writing and ready, since at gave results in the strategy, the students in addition to learning the letters and words with the same technique, he is developing the skill of attention and concentration.

Artistic therapy according (Arcoaching, 2019) that involves the use of art as a therapeutic way to heal psychological disorders, treat fears, personal blockages, traumas of the past and other disorders, but, apart from purely therapeutic purposes, is a technique of personal development and emotional expression. Also its can for literacy, in the way the teaching-learning. The strategy was a way the expression 27 students could read the five words of the figures, because was very easy for the figure; the teaching-learning is obtaining with learning environments and learning for ready and writing. The collage technique was a strategy for 17 students managed to write the five words, the remaining 10 students, they also succeeded but in more detail the explanation. The collage technique was that 27 students managed to communicate the works in front the classmates, because they were relaxed in the classroom, 26 students were concentrated in the activity and one of the students was distracted by talking all the time and the activity did not end, but nevertheless the boy was working in the activity, because they managed learning the letters and words with L-l (*limón, lentas, luna, lotería and lápiz*), 27 students worked happily and concentrated because the art therapy is well for it. 26 students were observed to have creativity to collage, the student with ADEA learned to identify the letters, syllabus and words, also ready of words. Art therapy is a way to motivate students to learn to reading and writing.

The 27 students manage to feel Good in the classroom and learn to read and write at the same time with the thematic collage (in this case words with the letters L-l, examples *limón, lentas, luna, lotería and lápiz*).

In the case of investigation, report five topics for discussion, are issues that emerged: Collage technique, mentioned Määttä (2019) the lens of experiences opens up the theories that explain how the significant events displayed on the collage were conjoined by the participatory. They aren't study's about, the teach of reading and writing with the collage technique in education, this means, has not been used, in area the ready and writing. But nevertheless, in this research it was very important for the teaching the children of first grade fir elemental school. Children for 5 and 7 years old, González-López (2018; 2019; 2020; 2021) she mentions that it is the right age to teach and learn literacy.

Ready and writing is for learn to life, learn to explain, to interacting in society, life in the world changing, increase vocabulary and permanent learning as mentioned by (Luccihari, Sala, y Vanutelli, 2019; Secretaría de Educación Pública, 2017). Elementary school is the based for learning to read and writing, for that is important diagnosis in the children, to take one procedure perfect as mentioned by (Secretaría de Educación Pública, 2017). Research action is a method for the teacher learns to manage your work, manage your self-motivation, self-evaluation in the education how do I mention it (Machin-Mastromatteo y Tarango, 2019; González-López, 2018).

CONCLUSION

Teaching Spanish is complex, but easy when taking a method in which children are learning to reading and writing. Understanding the process is important for the development of literacy, therefore, it is recommended to follow the steps of the procedure mentioned above for all the letters of the alphabet, also increases the vocabulary of those who are learning the method of Mariela González López. The art therapy is a resource for teaching Spanish in children. The collage technique is good for teaching literacy in children 5 to 7 years old. It was an experience that must be repeated at least five to ten times with different letters and words. Not forgetting the meaning of each word children learn. The number of children developed the ability to ready and writing, together with creativity with the collage technique.

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