

**Olvasástanulás és tankönyv. Az
olvasástanulás pszichológiai kö-
vetelményeinek megjelenése a ro-
mániai magyar anyanyelvi első
osztályos olvasókönyvek szerkesz-
tésében**

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Abstract: In the last decades has increased the number of children with reading disorders. Approximately 30-40% of the children has problems while learning to read. It's hard to believe that, while a smaller number of pupils have real dyslexia, many of them have artificially, induced dyslexia caused by environment. According to Csabay (2000) the causes of their failure can be found in the social conditions, the untimely school age, the textbooks and the school curriculum based on the global method. In this study we deal with the first grade's textbooks which appeared in the last decades in Romania for the Hungarian pupils. It's indisputable that the content and the structure of the textbook can be determinant for the process of learning reading; if the texts in the book are difficult and uninteresting, the children's motivation will diminish and they can easily give up when meeting the first difficulty. Teaching reading for Hungarian pupils has long and vast tradition, but unfortunately it was interrupted by the look-and-read method, which is inappropriate for the Hungarian language. In Romania the teaching reform started in 1998 and it

gave an impulse to textbook writing and editing, but there is still a need for new textbook felt among teachers. Editing a reading textbook for Hungarian pupils is a responsible work and the writer/editor must take into consideration his educational responsibility and also the social, scientific, pedagogical, psychological, curricular, economical and subjective demands. The present approach of the reading books for first graders is from a psychological point of view. It takes into consideration the pupils' age characteristics, the preliminary reading conditions and the methods of acquiring reading.

Keywords: textbook, editing/writing textbooks, teaching reading, reading, preliminary reading conditions