

READING AS A PROMOTER OF CREATIVE THINKING IN SOCIETY

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Abstract

This paper will present the facts about the importance of reading and try to explain why every person's reading ability is important today. The role and importance of various factors that influence the development, motivation and support of reading from an early age, but also in educational institutions throughout life, will be reviewed. The process, structure and basic elements of reading will also be presented. The study sums up issues of influence in the selection of methods on the quality of reading at students, so it includes a problem of the nature of reading and the selection of reading methods and their impact on the quality or quality of reading in general. So, the impact of reading on classroom students is analyzed, and as a result, it aims to prove a potential connection between the selection of methods and their impact on the quality of reading in general. The study aims to prove the fact that the selection of the reading method directly affects the quality of creative thinking in society.

Keywords: Reading, creative thinking, reading quality, classroom learning.

1. Introduction

Educational issues have been part of many philosophical and pedagogical teachings since the time of Plato, since in early times education was one of the key social institutions necessary for the full realization of the creative mental potential of man. Despite the fact that the ancient idea remains a generative project, unattainable to the end, to the same extent as Plato's idea of the ideal state, education as one of the phenomena of human survival has not lost its importance throughout history. In our time, not without reason, it is said that all fundamental transformations of a society or social community begin with reforms of the education system. If it is necessary to destroy a society, to weaken its identity and independence, as well as the national consciousness of the people, this is done through the dissolution of educational institutions and the marginalization of the desire to read from the earliest ages. Since education played an important role in all social communities, its practice could not remain outside the intellectual interests of theorists of various profiles, including philosophers. Today there are those who believe that a developed, though immanent, "philosophy of education" can be found in thinkers of various eras, beginning with antiquity, and above all have in mind the works of Plato, Cicero, Seneca, and Quintilian, while others believe that all these lessons that we find in the aforementioned authors belong to the idea of productive reading, through which creative thinking in society is achieved. Since the educational discourse has always been part of the philosophical discourse, then we can freely conclude that the reading experience moves between speculative philosophy and empirical educational discourse.

If we return to today's concept, then we see that reading is an independent activity that is carried out in various ways, starting from reading newspapers, magazines and academic texts to reading telephone numbers and medicine bottle labels. The ability to read is such a natural quality of human beings in the civilized world today that they rarely attempt to define reading. Everyone has had so many occasions to read in their life that they would think that the definition of reading would be a simple matter. However, there are still different perspectives on what reading is, and since reading has many meanings for different people, a simple definition cannot accurately capture all aspects of it.

Today, in the 21st century, life without reading, acquired competences and developed reading skills in the field of reading is simply unimaginable. Reading makes it possible to navigate everyday life, helps in employment and faster resolution of business obligations and tasks, and daily reading follows the events around us. What is even more important, reading reveals new things, new worlds, new knowledge, reading develops imagination, stimulates creativity, helps solve problems and enriches everyday life in many ways. Along with the development of society, reading has changed its meaning and function, so today it can be said that reading skills are a necessity, entertainment and mental exercise for every individual if practiced in the right way. However, the speed and general way of life today allows people countless excuses for "not reading". Today, when reading is more widespread than ever in history, when almost everyone can be educated, when reading should be a completely normal and necessary part of every individual's life, it seems that people read very little or not at all. The excuses for this are more or less the same: there is a lot of work, there is no time, people deal with the elementary issues of existence, and in the end, when they need relaxation, entertainment and the use of free time, they prefer, according to many indicators, to spend it in a mall but with a book.

Reading is primarily a decoding process where the encoder presents the message through a code, and the decoder deciphers and understands it. Reading activity includes perception, memorization, reasoning, evaluation, imagination, organization, application, and problem solving (Dechant, 1991).

The purpose of reading is to extract the meaning of the text. Effective reading implies not only the direct understanding of the author's words, but also the interpretation of the author's mood, tone, feelings and attitude (Dechant, 1991). When people read something, they understand it at three levels: first, at the direct level of recognizing graphic symbols and to a small extent meaning; secondly, at the level of identifying the meaning that the author has given to the text and thirdly at the level where the reader's personal experiences and judgments influence the way he analyzes the text (Pollatsek and Rayner, 1989).

2. Reading throughout history

As many stories begin in Mesopotamia, the story of the beginning of reading is connected to the Sumerians, who created one of the most advanced civilizations in human history. Based on the development of paper itself, it is not known for certain whether the Sumerians were the first to understand "how to translate thoughts into a graphic system." However, history considers this to be the most acceptable assumption. In the history of Mesopotamia, we find many different records of how important reading and writing was to them. They proved this by creating the great Assyrian library, the largest collection of recorded human knowledge of all time, known for its clay tablets throughout the world at the time. Scribes had an aristocratic reputation in Mesopotamia due to their very important role of conveying messages, news, recording royal orders, writing laws, astronomical data for tracking the calendar, recording economic and financial transactions, and a variety of other tasks. However, "it was safer for the public to see the writer not as one who finds information (so he would be able to imbue it with meaning), but as one who records it simply for the public good." (Manguel, 2001).

He who knew the art of reading could have much political power, and therefore they preferred to show the scribe with a pencil in his hand, rather than with a written tablet before them. "This is why the symbol of Nisaba, the queen of Mesopotamian scribes, was a pencil and not a tablet that she would hold before her eyes. (Manguel, 2001).

Reading has maintained its weight even in Ancient Egypt, especially in the literacy of hieroglyphs, then in Ancient Greece in the codification of philosophical thoughts, starting with Thales, Plato, Aristotle and up to the Hellenic-Roman period, so in Plotinus, Cicero and others.

In the Middle Ages, literacy was the privilege of a select few who decided which book contents to pass on to others, which allowed them to come into contact with the population. The privileged literate people of the

time were priests who understood the power of the book as a tool to spread religious and ethical ideas. (Stipčević, 1985)

The Renaissance brought about a revival of antiquity and the ancient view of the world and art. The growth of cities, trade, travel to new, "old" and "newly discovered" parts of the world, and especially the development of science, transformed the Renaissance man into a curious, open individual who wanted to know the new. A new class of free citizens was created, who satisfied their intellectual curiosity by reading, but also used it for entertainment. Goethe's appearance in literature made the book "popular". The popularity of his novel "The Sorrows of Young Werther" took on extraordinary importance in Germany, and the book was read by probably all citizens. This novel is also the best proof of how the written word can affect the readers and as a result real life imitated the life of the main characters of the novel.

Readers, day by day, in the new era, increasingly looked for entertainment and spending free time in books, which led to the development of various genres: crime, adventure and romantic novels, as well as the popularization of fantasy works. scientific. The 21st century increasingly "moved" the book from its traditional, literary, physical form to a new, digital, virtual form, which also brought about huge changes in reading habits, place, time and way of reading.

3. Reading levels

One of the philosophical approaches to reading is directly related to the different levels of reading. Literacy and the ability to read were and still are the main prerequisites for an individual's participation and active functioning in society. By reading you get the necessary information, by reading you are educated, by reading you expand and develop the ability to think, develop as a person and gain self-confidence. Moreover, reading entertains, saves time, enriches the emotional aspect of life and makes the individual more creative and imaginative.

In professional literature, we mainly encounter three levels of reading:

- a. Line reading, which is about getting the literal meaning of the text, relying on the correct meaning of known words within their context to infer the meaning of unknown words through context clues and imagining scenes and the events that the words bring to mind.
- b. Reading between the lines, concerned with understanding the author's intent, interpreting data about characters and subject matter, distinguishing between fact and fiction, distinguishing and interpreting literary devices such as metaphor and irony.
- c. Reading beyond the lines, which is about drawing conclusions, reasoning about the consequences of characters' actions, and making generalizations by grouping ideas through analysis and synthesis to reach a higher level of understanding. (Pollatsek and Rayner, 1989)

According to the traditional view based on Gestalt psychology, readers first decode words, putting their meanings together to form phrases and sentences with the goal of ultimately constructing the meaning of the whole text in a straightforward manner (Gough, 1972). In this perspective, the main role is played by the components of the lower level of the text, while very little importance is paid to the processes of the higher level of understanding. On the other hand, psychological perspectives emphasize higher-level general and contextual knowledge, minimizing the contribution of lower-level word recognition processes to reading. Different authors have made numerous descriptions of reading, often with different shades. A broad definition would equate reading with the interpretation of experience, whereas a narrow definition would limit it to the interpretation of graphic symbols (Dechant, 1991). Learning at any stage of life depends especially on reading skills. Although in the framework of the educational process past information is often supplemented by oral communication, however, most of the material for learning in the near future will be organized in such a way that it will require a wide range of skills for reading. Skills that include skills of different levels from simple identification of information, to more complex skills that include interpretation

and evaluation. Likewise, different forms of literature such as: prose, poetry, drama require a specific way of reading.

Uinogradov in this context says: High curriculum in oral and written speech, good knowledge of the developed feeling for the native language and the skills to use its means of expression is the most faithful support and the most reliable recommendation for any man in his personal life and creative activities. The purpose of reading support is to enable students to read. They must be curious about texts and books, they must be able to choose according to individual taste, they must know that books and texts are diverse and how exciting it can be when the contents are elaborated through reading. The objective would be to make reading for students a self-evident and everyday activity both at school and at home, both in the first language and in the language of the school. Important in relation to this goal is the good and stimulating selection of texts, so that, if possible, all students find a reading that interests them and in which they want to delve deeper. In the sense of a rich selection, not only books are included, but also magazines, newspapers, picture books, of course a whole range of electronic texts.

Reading is not learned overnight. The path extends from deciphering individual letters to reading a book fluently. Important in this process are the teachers, the parents, the layer that participates in the interest of the students in reading. This can and should start before the start of school: if parents already with their very young children look at illustrated books and comment on them, or read them stories and discuss them, this represents a particularly fruitful form of early support in reading.

4. Learning to read

Reading is defined as a disjunctive synthesis of various operations, from perception, understanding and recognition, through memorization and reflection, to that would be speculation, imagination and fantasy. Reading starts from perception, it goes through understanding, reaction, recognition, memory, reflection, what would be forgetfulness and speculation, imagination and fantasy, which does not cover the definition of understanding. The process of reading stimulates the development of intelligence, connects written and spoken language and develops creative thinking and deepens imagination. Reading encourages the development of observation, memory, and inference (Baker, L., & Brown, 1984).

By reading, the child is introduced to another world, he learns about himself and others. To introduce a child to the ability to read and write means to enable him to understand life - both material and spiritual. That is why it is important to feel the need to read, so that it is joy and pleasure. Reading as a process, one perfects throughout life (Baker, L., & Brown, 1984). It starts from the first grade when slow reading slowly rises to reading, the speed of which is approximately equal to the speed of natural speech. When a student masters reading technique, then reading speed develops. A student does not benefit from speed reading if he does not understand what he reads. Reading speed goes together with reading comprehension or reading comprehension speed. Correctness, speed of reading and overall success of reading depends on the level of understanding of the content of the text. Faster and more accurate reading leads to a more complete comprehension and understanding of the content of the text.

The first stage and the beginning of the development of the love of reading is the experience of pleasure that is shared by children and adults. This is the first goal - the love and giving of this should be in contact with children's literature and reading in general. In childhood, the earliest forms and evolutions of reading habits develop. Lost in childhood - unread fairy tale, story, children's novel or children's magazine will never add later. Emptiness affects the impoverishment of a young person, and later interest in the book is slow and difficult. A child shows little interest in an unknown, unusual, unusual and understandable. She wants to discover more about things, people and human relationships outside of their family environment. It is the beginning of the endless possibilities that the book can fulfill. It is also the parents' obligation as his first educators to help him, and to enable such encounters in early childhood (Baker, L., & Brown, 1984).

Moreover, reading is being recognized as an essential element for learning, and not just in school. Changes in technology, including the Internet, have not reduced or eliminated the need for reading. On the opposite, they have accelerated the pace of change and changed the medium through which people can read; reading is increasingly happening online from e-readers, where the demands to read have increased and access to the opportunity to read has become easier; consequently, the requirements and opportunities for easier access reading have increased. Everyone needs good reading comprehension skills. Those who do not read well risk having low achievements and obstacles throughout life as well as difficulties in accessing important information (e.g. citizenship, health, economy, etc.) and their social benefits (Baker, L., & Brown, 1984).

Reading is a complex skill with five interrelated components (Baker, L., & Brown, 1984):

1. Phonological Awareness: Students should be able to identify sounds (ie phonemes), break words down into their component sounds and put the sounds together in words. This is the essential "pre-reading" skill; students who do not master this skill by the end of preschool run the risk of becoming poor readers.
2. Phonetics: The next step after phonemic awareness is to be able to recognize the relationship between written letters and spoken sounds and the joining of letters/sounds into syllables, or the division of syllables into letters/sounds. This is an essential foundation for success in reading and writing in first grade and beyond.
3. Fluency: Mastery of phonics is necessary but not sufficient to guarantee successful reading. Poor readers often lack fluency – they read too slowly and verbatim. Fluent readers have the ability to read text quickly and accurately and group words while reading in the same way as they speak. They are more likely to understand what they read.
4. Vocabulary: Knowing the meaning of a large number of words is of great help in understanding what we read. Learning word meaning and usage actively learning them, as well as creating word families based on their meaning is the basis of productive vocabulary.
5. Comprehension: The ultimate goal of reading is to understand what is read - not only to understand the factual information in the text, but also to infer things about the text based on prior knowledge and experience.

There are 4 main reasons why students have difficulty learning to read (Baker, L., & Brown, 1984):

1. They lack support and encouragement. They grow up in an environment where reading is not valued enough, where there is not enough encouragement to learn to read, or where there is no active support for their efforts, and they have limited access to reading materials. Children who grow up in a poor reading environment tend to read less and develop reading skills more slowly than those who grow up in a supportive environment rich in reading materials.
2. They may have individual difficulties. For example, they may have difficulties with listening comprehension, with one of the five essential elements of reading given above, or with a combination of two or more components. This situation is very common. Children learn in very individual ways and do not all progress at the same time. Since reading is taught, not earned, children need reading to be taught; and teaching should reflect their individual needs.
3. Have any obstacles of a special nature. The third reason, and the rarest, is that they may have some special disability. Some students have difficulty learning to read because they may be dyslexic or may have vision or hearing problems. If a child has reading difficulties but has normal cognitive development and does not respond to an individualized support plan, then they may have a specific disability. But such children are usually few in number.
4. Their teachers are not aware of the most effective ways to teach reading. Children can become confused and demotivated if teachers use inappropriate methods.

Language is the main means of communication as well as one of the main elements that affects, in one way or another, every aspect of an individual's life and development. It is influenced by many external and

internal factors such as: external factors such as environment and social activity, school activity, culture to which it belongs, reading information and various literary and scientific texts, learning foreign languages and knowledge of other cultures and internal factors such as linguistic, mathematical, emotional intelligence, etc. Imitation and reinforcement play an important role in language development.

Undoubtedly, it is no coincidence that children speak the same language as their parents and with the dialect and accent that they speak. Those, children are reinforced for the words and sentences they imitate, but they are also reinforced for using new grammatical forms. The more children's vocabulary expands, the easier it is to learn new words. This happens mainly because of the paradigm effect. This means that children come to understand the pragmatic relationships between words and can quickly learn new words that fill the empty spaces in their paradigm.

5. Conclusion

According to the broadest definition of Gorman, reading is a lifelong learning process, which includes deepening and continuous improvement of knowledge (after mastering mechanical reading and writing. It is very important to learn to read with meaning, to know that what we have read, understand what we have read, reflect on what we have read, and reflect critically on the texts we have read. No one is born with this ability, but it must be learned. It is important to begin a such practice and strategy with children who do not read themselves, but adults and institutions teach them to read in that way. Such reading will further awaken their imagination, encourage them to think in a way independent and mature, they will not be easily manipulated by anyone. When they grow up they will be able to read on their own, they will find it easier to be educated and they will want to be educated because they will love learning and knowledge as products of reading myth. This will create individuals, intellectuals who will know how to fill their lives with quality and those of the people around them, and those a quality, successful society that will know how to communicate, be calm in solving difficulties and on all with understanding.

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