



PREVENTING FUNCTIONAL ILLITERACY IN MOTHER TONGUE TEACHING

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Abstract. Teaching mother tongue involves a high responsibility as it represents a basic skill in learning achievements and social insertion. Therefore functional literacy becomes the main concept in mother tongue education, especially when the mother tongue is also the learning tongue and the official language, meaning it involves long life learning skills. The debate on the functional literacy started around 1978, when the concept was specifically defined in an UNESCO General Conference. According to this document 15% of the world population is illiterate, and this should cause poor social and economic integration. Although the illiteracy could be improved in adulthood age, as different adult education programs show, it serves better for the child development if the literacy is enhanced during primary school time. One should distinguish between primary literacy and full or functional literacy. While the first means knowing the letters and being capable to read and write, the latter is a cultural shaped concept that points out the use of literacy into the social and economic life. In this paper we search for primary school methods and means in order to prevent functional illiteracy.

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