

## **Didactic Strategy To Promote Reading In Primary School Students Of The Public Educational Institutions Of Valledupar**

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### **Abstract**

*The problem raised focuses on the loss of interest in reading among third, fourth and fifth grade students at the Valledupar Educational Institution, attributed in part to unattractive teaching material and traditional teaching techniques that do not promote a deep understanding or a connection with the reality of the students. In addition, there is a lack of interest in reading activities and in the use of the library. It is suggested that factors such as book presentation, inappropriate reading spaces, and limited access to books may influence this problem. The justification of the study is based on the need to promote a critical and reflective attitude towards the environment through the teaching of the Spanish language, incorporating elements such as comprehension, interpretation and the development of critical thinking. The project "Let's be literary navigators" is proposed as a way to improve teaching practice and promote a taste for reading, with the aim of students appropriating knowledge and developing skills to address social problems. The research seeks to improve teaching practices in the area of humanities, addressing the lack of culture and taste for reading and the disinterest of teachers in looking for motivational materials. It is expected that the implementation of this didactic strategy will not only improve the learning processes, but also promote an interrelationship between students and their environment, thus contributing to the objectives of the Institutional Educational Project of the educational institutions of the municipality of Valledupar.*

**Keywords :** *Reading, Teaching, Comprehension, Motivation, Students.*

### **Introduction**

#### **STATEMENT OF THE PROBLEM**

From the teaching experience, it has been observed that in some educational institutions such as the Educational Institution of Valledupar, students in the third, fourth and fifth grades of primary school have lost interest in reading; One of the reasons observed is related to the didactic material used, which is not attractive to them, since it does not offer them the opportunity to build from their own realities, therefore, it is necessary to assume a reflective stance on the work in the classroom, to enrich the teaching process. in which a learning environment is generated that allows the student to be autonomous from his or her own knowledge. It is necessary to highlight that the techniques used to teach the Spanish language usually generate unsatisfactory results, so it is very common to resort to rote techniques that do not contribute to a true understanding and relationship with the contents of the subject. On the other hand, their history is unknown, ignoring the influence they have

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on society, forming students without a critical sense, incapable of arguing, of explaining reality and the effect it has on their own daily lives.

In relation to the above, a group of practice teachers and students with experience in the classroom, attached to the Popular University of Cesar, showed during the development of the pedagogical practice, that there is a clear lack of interest on the part of the students in the reading activities, which is manifested in the classes of Spanish language and reading plan. On the other hand, it was observed that in addition to classes, the spaces to which students have access for reading is the library where there is no pertinent orientation or mediation, which makes it a little frequented place; Likewise, the students dedicate that time to running, playing with balls, with plastic bottles, among other games.

We consider that within the problem described, factors such as the way in which books are presented to students do not arouse interest in them, the spaces intended for reading are not adequate due to the noise generated during the high school break, the somewhat limited access to books either at home or in the institution, among other possible factors.

## **JUSTIFICATION**

The Ministry of National Education MEN (2009) Article 78, established in the curricular guidelines that: The purpose of the humanities area is precisely to offer Colombian students the possibility of knowing the processes of reading, comprehension and writing in relation to cultural processes, especially those that have the capacity to affect the character of the SR in society. The appropriation of this knowledge must form in the student a critical and reflective attitude about his environment, which allows him to be aware of the dangers that a responsible exercise of this knowledge can generate for that society.

From this point of view, the teaching of the Spanish language must contemplate the transmission of related information, such as, for example, the processes of reading, writing, development of critical thinking, comprehension and interpretation, as elements that are part of the students' environment, in such a way that through constructivist didactics learning is allowed. In relation to constructivist didactics, Galagovsky (2008) incorporated the social, historical and epistemological dimension in teaching that favors the development of humanities; In addition, he argues that constructivism, in reality, deploys knowledge not as the consequence of a simple reproduction of the envisioned context, but of a dynamic and participatory progress through which the external search is demonstrated and reinterpreted by understanding. The implementation of the project "Let's be literary navigators" in the teaching and learning of the use and acculturation of reading; On the other hand, in the educational system, the construction of the line of research in educational, pedagogical and didactic knowledge is one more of the actions that the community must develop as beings in society.

Taking into account the above, this research, which branches out of the macro-project "Traveling suitcase", aims to contribute to improving teaching and learning practices in the area of humanities, for which two recurrent situations were identified: on the one hand, the lack of culture and taste for reading related to the teaching of this subject; On the other hand, the lack of interest that exists in teachers to look for already validated materials, which contribute to motivating the majority of students, with which they could develop critical skills and appropriate knowledge in order to solve problems in their environment. For this reason, the implementation of the "Let's Be Literary Navigators" as a didactic material has the purpose of improving the teaching-learning processes, in this case of the Spanish language in the classroom, to allow students to approach the problems of the reading-writing type and to have a sense of belonging to their own culture.

For us as teachers, both in practice and in practice, it is necessary to propose innovative didactics, and based on the role that reading has in the different areas of the human being, this project is of great importance because it aims to generate spaces in which reading is an activity of enjoyment from which students can benefit because it contributes to improving their language skills and at the same time it is an activity An alternative during the break that can even help reduce the noise that is produced and that is often a distraction for students in class. Thus, the implementation of a didactic strategy is proposed, not only to improve the learning processes but also to allow an interrelation of the environment with the students. In this way, we contribute to strengthen with practice the considerations of the Institutional Educational Project (PEI) of the educational institutions of the municipality of Valledupar, which aspires to form autonomous, thinking, transcendent people who live fully, by improving the quality of life to build a better society.

## **DELIMITATIONS**

### **Spatial delimitation**

The project was developed in the Educational Institutions of the city of Valledupar-Cesar. In order to strengthen and improve reading comprehension and encourage textual production through literary centers as a tool for improving and discovering literary creations in students in 3rd, 4th and 5th grade of basic primary education.

### **Time delimitation**

The project was carried out in a period of 6 months, that is, until December of this year, a space in which different activities contemplated in the proposal will be developed.

### **Conceptual delimitation**

It is important to bear in mind that the following concepts must be clearly handled in the execution of this project:

- Textual production: it is a system of successive moments that are interrelated and oriented to the search, discovery and organization of ideas.
- Reading: it is an activity that consists of interpreting and deciphering, by sight, the phonic value of a series of written signs.
- Writing: is the action of representing words or ideas with letters or signs on paper or any other surface.

### **Problem Question**

How to support the teaching and learning process in the use and conservation of reading in the third, fourth and fifth grades of the Cesar Pompeyo Mendoza Hinojosa Educational Institution?

## **OBJECTIVES**

### **Overall Objective**

Generate spaces for the promotion of reading in students of the 3rd, 4th and 5th grades of primary school in the Educational Institutions of Valledupar through didactic strategies

### **Specific objectives**

- Identify the relevance of the Traveling Suitcase in terms of its design and content for the teaching and learning of the use of reading as a culture.
- Design and guide pedagogical strategies to motivate interest in reading in students in grades 3, 4 and 5 of primary school.
- To establish the effectiveness of the didactic sequence in the application in grades 3, 4 and 5 of the Educational Institutions of Valledupar.

## **THEORETICAL-CONCEPTUAL FRAMEWORK**

### 1. The school, a space for literary production

During the school years, students develop reading and writing skills that are not normally taken into account in educational processes, this leads them to put aside their interests in literature. Therefore, it is necessary to adapt spaces in which students have the freedom to produce and show such productions within the academic environment. For this reason, the development of this project focuses on the creation of a didactic strategy called "Literary Awakening", through which the exhibition of individual productions is achieved and new ones will be created collectively.

"Literary awakening" refers to the spaces in which the student meets with their classmates and teachers to carry out individual and group readings, cooperating with the other participants, as well as motivating each other through experiences, resulting in a literary creation.

In this order of ideas, some activities are applied where the students first show their creative skills and their ways of planning writing. In order for the participants to have their first bases to start writing, a socialization of basic requirements is carried out. And then start creating a first sketch that will be modified with each workshop for a specific purpose, that of the author.

The school, a space for literary production, is an initiative according to the theories of Daniel Cassany, a tireless scholar of the teaching-learning process of written composition, who puts for the consideration of teachers of the Spanish language, a text with valuable and very important proposals for the teaching of writing, called "Construir la literatura".

In any reading process, the teacher must rely on the disciplines that are responsible for studying and analyzing from the cognitive part the best processes for its execution, as stated by Cassany (1999) who presents an exhaustive review of the basic concept of writing, taking into account the contributions of disciplines such as pragmatics, sociolinguistics and cognitive psychology (p.17) that provide the educational process with semantic elements to interpret what has been read and be able to produce from there.

From these perspectives, the author posits writing as a manifestation of human linguistic activity and describes some common features between it and verbal communication. Along the same lines, other aspects that complement writing are developed, such as its influence on human development and its functions; the cognitive processes involved in composing a text; the textual characteristics and the different social representations of it (Cassany, 1999). In such a way that writing ceases to be an isolated element, as some conceive it, and becomes part of a whole linguistic and communicative process.

However, this project proposes a way for students, through the didactic strategy "Let's be literary travelers", to develop both reading aloud and silent, as well as the ability to appropriate the information they need at a given time.

Approaching language from the discourse allows us to break the dichotomy between meaning and postulate that the essential function is to establish meaningful communication, developing and demonstrating the skills acquired, both in discursive competence, as well as in declamation, storytelling and dramatization in which students openly participate, making language a culturally and socially organized instrument. which in turn allows to express all the concepts, opinions, sensations and feelings of those who are executing them (González, 2016).

For this reason, in the activities, students are invited to appropriate the tools that most favor their training in the spaces for the production, expression and exhibition of their writings. At the same time, it is important to cite the authors John Flower and Linda Hayes, who with their writing model managed to describe what intellectual or cognitive operations or processes a person carries out when producing or writing a text.

These processes are not segmented stages that occur at the time of creation of the text, but they happen and are taken care of when the writer is needed, without having a specific order. This model establishes three major processes, which are the environment of the task or the communication situation, the writer's long-term memory, and finally, the writing process (Flower & Hayes, 1980). Although it is well known that each person goes through different moments during their writing processes, these authors managed to present the most common ones in a general way.

Finally, it is essential to mention each of the authors taken into account for the realization of this project that constitute a fundamental element for its proper development, so each of the activities to be carried out will be focused on the aforementioned concepts.

### **Definition of Intervention Components**

Through the realization of this pedagogical project, it is intended to contribute to the expansion of spaces within the Cesar Pompeyo Mendoza Hinojosa Educational Institution, in which students can carry out literary activities, since after a period of observation, diagnosis to students of the 3rd, 4th and 5th grades, it was revealed that young people do acquire reading by being motivated, However, there is a need to provide spaces to read in groups, debate, exhibit their productions and share experiences that favor the cultured and literate growth of all participants.

At the beginning of the activities of these literary spaces as a tool to strengthen students' reading, not only were group and individual reading days organized, but other spaces were appropriated.

Finally, it is proposed to organize a library event as a closing of activities, where the results achieved will be shown, and in this the books and didactic material collected during the significant experience will be donated to the institution, all this with the intention of demonstrating to students that it is possible to implement reading as a culture and at the same time motivate them to follow this process.

### **METHODOLOGY**

In the realization of this project, the methodology used was participatory action research (PAR), which is a method of research and collective learning of reality, based on a critical

analysis with the active participation of the groups involved, which is aimed at stimulating transformative practice and social change.

It is a methodology that allows the development of a participatory analysis, where the actors involved become the protagonists of the process of building knowledge of the reality about the object of study, in the detection of problems and needs and in the elaboration of proposals and solutions. In order to detect these real demands related to the object of study and concretize them in proposals for action adjusted to felt needs, a research process is developed that aims at transformation through work with collectives. Knowledge of reality is progressively constructed in a participatory process in which the actors involved "have the floor", and in this way the conditions are created that facilitate spaces for reflection, programming and action related to the problems posed by the object of study.

This approach is fundamental for the realization of the project because the students will be protagonists in it, where teachers of the institution and the practicing teachers will also be involved.

In order to know the difficulties and strengthen the students, it is necessary to propose activities as a diagnosis that later facilitate the planning of activities according to the needs observed, these are data where we could notice that they like to produce textually and that for this it is necessary to obtain more spaces so that they can show their literary creations, For this reason, activities such as reading circles will be initiated, using didactic resources with curious facts and a literary festival.

Population: Students of public educational institutions in the municipality of Valledupar.

Sample: Students from grades 3, 4 and 5 of the Cesar Pompeyo Mendoza Hinojosa Educational Institution.

## PROJECT DEVELOPMENT

### READING AND WRITING DIAGNOSIS AND CONTEXT:

Before starting with the execution of the project, a certain apathy was observed on the part of the students towards the reading activities, evidenced in the Spanish language classes and the reading plan. In this way, our main objective is to propose new strategies (in this case the traveling suitcase) to motivate, encourage and make the most of the moments of silent reading and aloud, our mission is to bring students closer to the various forms of reading since we know the benefits of this, after all, is that they use the lenses of the imagination so that they stop seeing reading as a boring process or triode that they do out of obligation.

In the first instance, we used our didactic strategy "Let's be literary travelers" with the traveling suitcase loaned by the Bank of the Republic, having as a prototype to create our own for the institution. With this in mind, we use the following books:

A play about the readings read

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	<b>Libros leídos</b>	<b>Producto</b>
<b>Tercero</b>	El libro sobre libros del conejo Mateo.	Dibujos sobre el libro "Letras al carbón"

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	Al abordaje	
	Camino a casa	
	Mi abuelo Carmelo	
	Letras al carbón	
<b>Cuarto</b>	Al abordaje	Pinturas sobre la lectura de su preferencia
	Camino a casa	
	Mi abuelo Carmelo	
	Letras al carbón	
	Nunca sonrías a un mono	
<b>Quinto</b>	Al abordaje	Obra de teatro sobre las lecturas leídas
	Camino a casa	
	Mi abuelo Carmelo	
	Letras al carbón	
	Todos nacemos libres	

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## RESULTS

In each grade, different learning processes were taught and experienced, the results of this project at a specific level, going through the third, fourth and fifth grades, were the following:

In the third grade, the activity "Let's get to know the sea" consisted of the presentation of the project in which there was a little interest in the activity due to the curiosity generated by the students to know what the ship was about and what the traveling suitcase contained. At the end of the presentation of the project, the book "The book about books of the rabbit Mateo" was read as an introduction to the activity, as a result a space for dialogue was generated about the books, their parts, the different formats and topics they contain and about the preferences of the students where they mentioned their interest in books with illustrations.

During the second activity, called "Let's see the fish" in allusion to the variety of books, the students organized by groups read the book of their choice, the student who read was the one who directed the boat, they showed interest in reading motivated mainly by the use of the boat, they also filled out a reading report in which they indicated that they liked the book. As a final product, in the last activity, they delivered drawings about their favorite part of the book read as well as a brief paragraph in which they wrote because they liked it and what it taught them, there were answers such as "It made me laugh so I liked it", "the lesson he left me is to always value my school and my teachers" and "that we have to learn to read to be able to understand the messages that they send us and so there is than studying to be able to read", which shows how from the enjoyment of reading it was possible to generate learning.

Likewise, in 4th grade the participation was impressive, the students enjoyed the first moment of reading together called the gentle breeze tells us stories where "On the way home" was read. The result of this process was a significant moment because each of the students gave their own meaning to the book, each one shared their feelings and we listened carefully to what they were transmitted.

In the second moment, called The Ocean We Tell Our Stories, the strategy was to share the stories and then paint them on canvas and end with a Literary Museum (Annex 2). Finally, the result of this moment was the readings of the works, the sharing and resignification of reading and our knowledge and also our great Museum where the children shared everything they learned.

In the 5th grade, the interest of the students was evidenced when proposing the activity, since they were going to get out of their routine in the classes, the adequate physical space and the activity they carried out was of great impact for them since they were presented with reading in a different way, being sitting on the floor around the books made everyone want to read and after the readings everyone participated in the readings. Conversations held about books. After this, in the preparation and realization of the plays, the talent of the students and the creativity they have and how they manifest it when the activity is of interest to them, but especially when it is different from those they perform routinely, were evident.

On a general level, the results we observed in the three grades addressed allow us to affirm that the apathy manifested by the students was not directly with books and reading but with the way in which the activity is presented to them. That is to say, the strategies used by the teachers were not adequate for the reading process, so we socialized this project with them and left the strategy of the traveling suitcase to be considered by the teachers in their classes, especially in the reading plan classes. Finally, the objectives set were met, it was achieved that the students had a reading space that they were able to enjoy and even at the end of the activity some students asked about the continuity of the project, which is a sign that it was possible to arouse interest in the students and even in the tenured teachers who were interested in the activities.

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