



DEVELOP READING SKILLS BY PROMOTING READING FOR SIXTH GRADE STUDENTS

DESARROLLAR LA HABILIDAD COMPRESIÓN LECTORA MEDIANTE LA PROMOCIÓN DE LECTURA PARA ESTUDIANTES DE SEXTO GRADO

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In this work, the authors implement a research that aims to develop reading comprehension skills in sixth grade students at the Manuel Ascunce Domenech school in the municipality of Güines. Reading is an activity that must be developed in students. Reading comprehensively is essential; comprehension must be conceived with a process where the reader interprets the idea that the author wanted to convey. Good reading comprehension is essential for the comprehensive development of sixth grade students since it provides them with the necessary tools to successfully face academic challenges and prepares them to be critical and participatory citizens in society. Through it, students understand what is wanted to be transmitted to them. Reading comprehension has great importance in the comprehensive training process of primary level students. Despite the advances, this continues to be the important means for development, intelligence and learning. Comprehension allows you to understand the message that the information contains. Through reading, students can enter unknown worlds, explore new ideas and acquire wisdom in their minds. Reading comprehension allows you not only to observe the information but also to reflect on it and use it in your daily activities.

Keywords: reading, habit, training

En este trabajo las autoras implementan una investigación que se propone como objetivo desarrollar la habilidad comprensión lectora en los estudiantes de sexto grado de la escuela Manuel Ascunce Domenech del municipio de Güines. La lectura es una actividad que se debe desarrollar en los estudiantes. Leer comprensivamente es esencial, la comprensión se debe concebir con un proceso donde el lector interpreta la idea que el autor le quiso transmitir. Una buena comprensión lectora es indispensable para el desarrollo integral de los estudiantes de sexto grado ya que les proporciona las herramientas necesarias para enfrentarse con éxitos a los desafíos académicos y los prepara para ser ciudadanos críticos y participativos en la sociedad. A través de ella los estudiantes comprenden lo que se les quiere transmitir. La comprensión lectora tiene una gran importancia en el proceso de formación integral de los estudiantes del nivel primario. A pesar de los avances esta continúa siendo el medio importante para el desarrollo, inteligencia y aprendizaje. La comprensión permite entender el mensaje que contiene la información. A través de la lectura, los estudiantes pueden adentrarse en mundos desconocidos, explorar nuevas ideas y adquirir sabidurías en su mente. La comprensión lectora permite, no solo observar la información sino también reflexionar sobre ella y utilizarla en su actuación diaria.

Palabras claves: lectura, hábito, formación

INTRODUCTION

At Taking into account Martí's thought "Reading is the key to culture" Martí, J. (1894: 137), it is recognized as a great challenge to try to form the reading habit in students, both to understand and use the reading, to enjoy it. However, there is a number of readers who have only read textbooks and out of

obligation. While the justification is that they do not like to read. It is worrying that today students do not feel the need to read any book other than their textbook.

Good reading comprehension is crucial for learning in all subjects, as students need to understand and assimilate the information presented in textbooks, articles, essays and other reading materials.

Received: January 23, 2023

Accepted: February 23, 2023

Conflict of interest: The authors of this work declare that they have no conflicts of interest.

AUTHORS' CONTRIBUTION: The authors participated in the design and writing of the work, in addition to the analysis of the documents.



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Reading comprehension skills are essential for problem solving, decision making, and critical thinking. Teachers and library technicians play a fundamental role in the development of students' reading comprehension, as they can teach comprehension strategies and encourage reading. It is important for parents to encourage reading at home and support their children in developing comprehension skills.

The skill of reading comprehension is crucial for the academic success and intellectual development of students, so it is important to dedicate time to it.

The school library is a fundamental resource to promote reading comprehension skills in sixth grade students. In this space, students can access a wide variety of books of different genres, topics, and difficulty levels, allowing them to practice and improve their reading skills.

In addition, the school library is a place where activities that promote reading comprehension skills are carried out, such as reading clubs, story-telling sessions, literary contests and creative writing workshops.

These activities not only help students develop their love of reading, but give them the opportunity to discuss and reflect on what they have read, which helps strengthen their reading comprehension.

School library staff play a key role in the development of reading comprehension skills. They can recommend books appropriate for each student's reading level, offer strategies to improve reading comprehension, and provide individualized support to those students who need it.

The school library is a fundamental space to promote reading comprehension skills in sixth grade students, as it gives them access to a wide variety of books and activities that help them develop this skill for their academic and personal development.

At the Manuel Ascunce Domenech school located in Güines, Province of Mayabeque, it has been confirmed through library reading promotion activities and participation in contests that sixth grade students present insufficiency in terms of the development of reading comprehension skills. which are important, if you take into account that reading is the main means of learning, experience and training in school.

The above motivated the search for solutions which allows the identification of the following scientific problem: How to develop the reading comprehension skill in the sixth grade students of the Manuel Ascunce Domenech school in the Municipality of Güines? The research objective is defined to develop reading comprehension skills through reading promotion activities for sixth grade students at the Manuel Ascunce Domenech school in the Municipality of Güines.

DEVELOPEMENT

Reading comprehension is of utmost importance for sixth grade students, as it is a fundamental skill that allows

them to access knowledge, develop critical thinking, and communicate affectively.

At this age, students are in a crucial stage of their development, where they begin to confront more complex texts and use reading as a tool to acquire information and learn about different topics.

Good reading comprehension will allow students to understand and analyze these texts of different genres, extract relevant information, make inferences, evaluate the validity of the information and form informed opinions. In addition, it will help them develop their vocabulary, improve their writing skills and strengthen their ability to express themselves clearly and coherently.

These levels of reading comprehension are crucial for academic success as students must be able to read specific texts.

Good reading comprehension will allow students to enjoy reading as a pleasant and enriching activity, which will foster their love of books and open the doors to a world of knowledge and creativity.

Reading comprehension is essential for the comprehensive development of sixth grade students since it provides them with the necessary tools to cope successfully and to be critical and participatory citizens in society.

There are different ways of teaching to develop the reading comprehension skill in students: It is establishing relationships between parts of the text to infer information, conclusion or aspects that are not written (Tweezers, 2007).

Components of reading comprehension

Understanding a text goes beyond just reading, it is a mental process through which we have to assimilate, process, and reason. (Oct 2022.Luisa Guillermina Ramírez)

Reading comprehension: A challenge for students and teachers: Edu Bits by Observatorio/IFE.

Reading comprehension is one of the most important skills when taking an exam or written test. It can be said that reading comprehension is the ability to correctly understand different types of texts.

Reading comprehension levels:

According to Pablo Atoc Calva, there are different levels to achieve good reading comprehension, they are:

1. Literal: When you understand the information contained in the text you have read.
2. Inferring: When you use the experiences and knowledge you have to relate them to the information provided by the text and also obtain conclusions.
3. Critical: When he compares the author's statement with others and exposes judgments about their value.
4. Creative: When you are able to create something new from the text read.

The four major groups of skills of a user are: speaking, listening, reading and writing, which allows the development of communication strategies and good learning.

There are different ways to understand a text, through reading comprehension the important ideas of a text are acquired and understood.

1- Reading comprehension

There are three levels of reading comprehension:

First when the student is able to identify the central elements of the text literally, second when he can interpret what has been read and third when he offers his personal opinion based on the reading. A reading that is understood, analyzed and from which a point of view emerges will have a chance of remaining in long-term memory. Once there, it can be related to other sources of information and reach new knowledge.

2- Reading, habits and skills

Reading is the base, the link through which human beings have access to a large part of culture. In Cuba reading is essential for culture. It is agreed that reading is one of the main ways to access culture. It is of great importance that the individual develops skills and has a good command of the vocabulary of their language and better spelling.

What is reading? When searching in the Grijalbo dictionary, one finds that: "reading is reproducing mentally or through sounds the content of a writing. Interpreting any type of signs, text, composition." (2000) p1021

Reading is an activity linked to the interpretation of texts. Light. Year xlx.(3), PP. 121-133, July-September 2020.

Students often find it difficult to acquire good reading comprehension. This is due to poor analytical habits when interpreting texts.

To develop the skill of reading comprehension, the first thing to do is acquire reading habits, to do this you must:

- Read at least 20 minutes a day.
- Read books that you like.
- Read in a quiet, illuminated place.

Reading comprehension is the ability to understand what is read. Decoding, fluency, and vocabulary are necessary for reading comprehension. Be able to connect ideas, read aloud (Valdes, 1998).

Through the library you can carry out different reading comprehension activities such as: Book talks, Conversations, Commented reading, Stories, Round tables, Tectulias

Understanding a text goes beyond just reading, it is a mental process through which you assimilate, think and reason (October 2022. Luisa Guillermina Ramírez).

Comprehensive reading requires analyzing the activity of reading itself; it includes functions and processes through which it helps new knowledge.

According to Cooper, comprehension is the process of developing a new meaning about what is read, by learning the relevant ideas of the text and relating them to the reader's previous knowledge, or it is also the process of relating new information to old information.

Reading comprehension is a process which, through a result, must take into account the individual characteristics of the reader in order to achieve cognitive processes between the text and the reader.

According to Cassany: Reading is of great importance. Literacy is the gateway to written culture. Whoever learns to read efficiently partially develops their knowledge. Reading becomes learning for the intellectual growth of the person. When you read you can acquire several skills.

Reading is a process by which the reader perceives the written symbols and through them the sender perceives and interprets what is read. Language is a fundamental aspect in learning, in the mastery of reading.

For Pinzás (2001): Reading comprehension happens when you understand what the text communicates, it is difficult to do a critical reading.

It can be said that reading comprehension happens when a person is able to read and understand what the text expresses to you.

Repetto (2002): Points out that reading comprehension is remembering with facts, as they appear in the text.

Comprehension is the first step to understanding what you read. With good understanding, students find the idea and the information it conveys better. Reading comprehension is essential for the development of educational knowledge. Reading is used for the development of the written language found in a text. To achieve good vocabulary and good reading comprehension.

A good reader is one who achieves a good interpretation of the text or what he or she is reading. It gives personal interpretation and meaning to what is read, but above all it can internalize the central ideas of the text. An effective reader is one who manages to correctly associate the answers that are considered correct.

According to Beucha, C (1989): In order to achieve good reading comprehension, the three moments of reading must be kept in mind:

1. before: The choice of reading and what we hope to find in said reading.
2. during: It is the time of reading, the interaction between us as readers and the author's speech.
3. after: When the reading is finished and what it contains is clarified.

Reading comprehension is an essential element in any dimension of intellectual development and educational knowledge. Reading is a complex skill that consists of using written language to access the information contained in a text; for this, reading comprehension is of great importance.

It has been possible to determine the problem that, currently, to achieve good reading comprehension, the first thing is to read, regardless of the type of text, the pace, silently or aloud, the important thing is to interpret what is read. . Among the main difficulties students have in reading are: low motivation for reading, difficulties in understanding what they read, poor vocabulary when expressing what they read, and syllabic reading, which makes it difficult for them to understand.

The need to read taking into consideration the mark left by the intelligence and growth of the individual. Stopping reading is equivalent to being less cultured or, in other words, being less free. Without reading, man would not be what he is.

José López Rubio (1994) states that “knowing how to read consists of treating with the eyes a language that was made for the eyes, it is understanding and recreating meanings of a written code, related to previous experience and knowledge that includes analysis, reasoning, judgments and positive changes through reading...”

Writing Mirta Aguirre (1974) has said “reading is informing and educating oneself, it is developing language, with it the depth and perspectives of the horizon of thought, it is expanding the capacity of reason and judgment, of theoretical knowledge and increasing of possibilities of applying this in practice”

Reading is one of the informative processes, it serves to entertain, when you read the book it transmits feelings of happiness, sadness, fear, each book teaches you something different, you can choose the topic of reading, depending on your tastes, interests and motives.

Reading helps to understand texts, improves grammar, vocabulary and writing, facilitates communication, and makes each reader feel active and concentrated.

Reading is a habit that can improve the social and human conditions of any reader. Reading allows you to think thoughtfully and develop the cognitive aspects of the brain, which helps exercise the cells and always be active for any activity carried out in life. every day.

Reading comprehension skill refers to understanding what is read, both in reference to the meaning of the words that make up a text, and with respect to the overall understanding of the text itself. It is one of the linguistic skills that allow us to interpret written speech. To do this, it is necessary for the person to involve their attitude, experience and prior knowledge. Currently, children need to develop reading comprehension skills, so the promotion of reading is necessary.

1- The school library

Educational processes have been the objective of study by great thinkers, constituting a complex process. Librarianship has been concerned with designing a structure or organization that contributes to the training and preparation of human beings. It is in this sense that this discipline is linked to educational processes through user education.

In Cuba, traditionally the school library has been projected from a unilateral conception, in which in isolation it has tried to achieve a student prepared to use the information resource and reading as a means for their intellectual development.

Currently there are various conceptions of curricular theory and practice. José Jimero Sacristán states that “curriculum design has to do with the operation of shaping the practice of teaching from a procedural perspective, the design brings together an accumulation of decisions that shape the curriculum and the action itself. It is the bridge between intention and action, between theory and practice” (Gimeno Sacristán, J.,1988:35).

1.1 School curriculum

It is the process aimed at developing the conception of the curriculum (of the project and the process) that responds to the training demands of the graduate at a certain level of education, remaining astonished in the official documents in correspondence with the lean, mezo and migra level for a country, religion, educational institution.

1.2- The proposal of a curriculum for Cuban school libraries is based on the five main lines to achieve relative internal homogeneity when facing phenomena and problems:

1. The curriculum as an organized structure of knowledge.
2. The curriculum as a technological production system.
3. The curriculum as an instruction plan.
4. The curriculum as a learning experience.
5. The curriculum as problem solving" (Gimeno Sacristán,J.,1981:77).

This proposal is based on principles for curricular design.

1. "The guiding nature of the objectives and their gradual derivation.
2. Systematicity at different levels of teaching
3. The foundation, professionalization and interdisciplinarity of the subjects.
4. The link between study, work and research.
5. Flexibility

6. The correspondence between the project and the curricular process" (Gimeno Sacristán, J.,1981: 5).

1.3- Librarian activities

The activities of the school librarian must have an educational approach that considers the specific conditions in which forms of communication occur in object-subject relationships, scientific investigative work and ideopolitical work. They cannot be isolated and must consider the correspondence between general and specific objectives, and ensure that the student is an active subject of his or her own learning.

The librarian will take into account the possible presence of a student with special educational needs, which requires him to achieve greater preparation, as well as the creation of conditions that allow him to guarantee access to bibliography based on the potential of each of these students. and the particularities of each disability.

Motivation is essential, it has a bilateral character: it is the source and orientation of the activity, and at the same time, it allows the actions and their results to increase in complexity and quality until the proposed objectives are achieved. The librarian will train students in the knowledge of children's literature, according to their age and needs, and will familiarize readers with literary genres, authors, illustrators, themes and existing trends in literature for children and young people.

1.3 In the School Libraries Curriculum Ferrer López, A.M., Alfonso Choma, M., Alejo Febles, T. (2001) present the following examples of objectives and suggestions to develop activities for sixth grade students. (table 1)

Activities to improve reading comprehension in sixth grade students

Activity 1

Title: I take care of the books.

Objective: Adequately locate the information in different sources so that students have a better reading comprehension through the Golden Age book

Teaching Aids: book, paper and pencil

Methodology

The activity begins by giving the book the Golden Age a promise to work on the story Nené Traviesa through a brief conversation, the students will highlight the importance, care and conservation of the books.

The reading is done by the librarian and then they will answer questions about the reading.

This activity will develop students' reading comprehension skills.

1. The text is related to:

- Nené's attitude at school
- Nené's lack of knowledge about the care of books.
- Nené wants to tear up the book.

2. Order the following sentence.

- *Arranca entusiasmada al nene hojas libro las dos*

3. Replace the word *entusiasmada* with another that means the same.

4. What do you think of Nené attitude?

5. Imagine that you talk to Nené and ask her why she broke the book that her father told her was worth a lot of money.

a. What do you think she would answer?

Students will be taken into account when giving answers if they show good reading comprehension.

Activity 2

Title: The young man and the thief

Objective: Develop the reading habit in students through short readings to improve reading comprehension

Teaching Aids: book, paper and pencil

Methodology

I begin the activity by promoting the books from the simple collection. From this we will choose a fable story that is found in one of the books of the same.

The young man and the thief

a. The following comprehension questions will be asked. What is the title of the fable? Where was the young man sitting? What is the fable about? What did the boy do to the thief?

b. Words that are difficult to understand are extracted from reading to look for their meaning in the dictionary, such as: Afflict, sagacious, young, sheared

c. What does the following sentence mean?

Table 1. Examples of activity objectives

GENERAL OBJECTIVES	SPECIFIC OBJECTIVES	SUGGESTIONS
Develop skills in using atlases and working with the toponymic index.	Know different types of atlases. Locate information in the geographic atlas. Integrate sources of information	Present different types of atlases and comment on the importance of each one. Show the geographic atlas and distinguish the organization in it. Explain the importance and usefulness of the toponymic index and emphasize alphabetical order. Locate in the toponymic index: countries, cities, rivers, bays, etc.

Thief who steals from thief has a hundred years of forgiveness

Through these activities to be carried out, it will be taken into account whether the students understood the reading well.

Activity 3

Title: Who is stronger?

Objective: Insert the reading habit in students through fables for the development of reading comprehension.

Teaching Aids: books

Methodology

The activity begins by inviting the students to tell a story in the form of fables.

The reading is done: "The wind and the sun"

Questions: Who are the characters? Why did the wind and the sun argue?

What bet did the wind and the sun make? Who won the bet and how did they do it?

What does this fable teach us? Explain it with your words. They are invited to continue reading other stories, fables and history to improve reading comprehension.

CONCLUSIONS

It can be concluded that students need to develop reading habits, to interact with the author of a text so that they can become more familiar with a style and recognize that they are willing to be instructed in comprehensive reading that benefits their communication and facilitate your learning.

Through this work, activities were proposed that allowed the development of reading comprehension skills in students, which allowed them to reach higher levels of

learning, improvements in their vocabulary, the correct application of spelling rules and better verbal fluency through the practical activities that are carried out.

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