

Introduction to Reading Through Animation with Children's Stories



Rosa Delfina Giler-Giler ^a, Telly Yarita Macías-Zambrano ^b, Leicy Gaudelia Solórzano-Palacios ^c, Walter Roberto Núñez-Pilligua ^d, Fabian Enrique Vera-Anzules ^e

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Corresponding Author ^a



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Abstract

The intervention of the adult as a mediator with the infant has been widely studied in early childhood, associating an emotional bond of learning through safe communication with the child to promote abilities and skills in different areas, the objective of the study was to identify the Use of children's stories to encourage reading in boys and girls from 12 to 36 months by families. of the initial education centers in the province of Manabí, there is a need to implement strategies that promote the development of language, for this a theoretical framework based on children's stories, reading encouragement, reading routines and language was made, with which an understandable and logical discussion could be established. A field, bibliographical and explanatory investigation with deductive and inductive methods was used, additionally the survey technique applied to 60 members of the parent committee, 74 educators, 60 coordinators of the selected centers, to know aspects relevant to the problems currently faced by boys and girls of these ages, resulting in the need to intervene so that families make use of children's books such as stories to encourage reading in each of the homes of the centers childish.

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Contents

Abstract.....	1659
1 Introduction.....	1660
2 Materials and Methods.....	1660
3 Results and Discussions.....	1661

^a Instituto Superior Tecnológico Paulo Emilio Macías, Portoviejo, Manabí, Ecuador
^b Universidad de Palermo, Argentina
^c Instituto Superior Tecnológico Paulo Emilio Macias, Portoviejo, Manabí, Ecuador
^d Instituto Superior Tecnológico Paulo Emilio Macias, Portoviejo, Manabí, Ecuador
^e Instituto Superior Tecnológico Paulo Emilio Macias, Portoviejo, Manabí, Ecuador

4	Conclusion	1666
	Acknowledgments.....	1667
	References	1668
	Biography of Authors	1670

1 Introduction

Reading stories has several benefits, they stimulate the imagination, creativity, thinking of the boy and girl, they provide the opportunity to listen to abundant oral and body language and therefore helps to boys and girls to enrich their vocabulary, when listening to a narrated story, when listening receives messages and thereby improves their understanding, despite having endless benefits, the most important is developing oral language, it is a part of the cognitive process to establish communication with the surrounding environment and forces the development of socialization (Dehaene & Cohen, 2011; Clifton Jr et al., 2007).

Language development in children is generally present in each father and mother; In addition, educators play a very important role for it to be significant (Götzinger et al., 2020; Lonigan et al., 1994). That is why both parents and educators look for strategies to take advantage of oral development effectively. It is there where children's stories come in, which must be as didactic as possible according to the age and needs of the infant and that can attract the attention of children to get the most out of it for a good development in oral language, being useful as a means of communication between boys and girls in their immediate environment, so that it is a pillar providing significant experiences to have a fluent and varied language (Alejandro, 2019).

In Ecuador, in order to improve education, Laws have been created at the Education level where they require all Child Development Centers (CDI) to have sufficient and trained material and personnel with nursery teachers fully willing to innovate their knowledge and implement new techniques that allow them to establish adequate teaching-learning such as language and communication, but all activities do not have adequate follow-up, which is why the problem does not disappear (Sánchez Freire, 2014).

In the initial stage, the boy and girl acquire the necessary tools that allow them to advance in their learning, for this reason this research seeks to motivate educators and families to create alternatives that promote language development by encouraging reading in children and girls from 12 to 36 months in the homes of the CDI in the province of Manabí. The ignorance of fathers and mothers about the importance of children's stories for the animation in reading to boys and girls is the cause of the problem under study (Boyle et al., 2014; Höffler & Leutner, 2007; Lowe, 2003).

2 Materials and Methods

In Ecuador, the CDI Program provides care to girls and boys from 1 to 3 years of age and their families, in the 9 Zones and 40 districts of the country. This research focused on the province of Manabí with its four districts, the same one that registers considerable coverage (approximately 5,968 boys and girls with 150 children's centers) (MIES, 2018), in the 22 cantons of Manabí, with 60 centers as a sample children with 90% confidence and a margin of error of 10.

This research was developed through a non-experimental, descriptive study and qualitative field analysis carried out from May to October 2022, with the educators (s), coordinator, members of the family committee who carry out their work in initial education in the CDI modality of the province of Manabí. A survey was applied to 74 educators, 60 coordinators and 60 family committee members to identify the use of children's stories to encourage reading. Prior to the application of the instrument, a pilot test was carried out on 10 coordinators, where it was identified that the questions had a logical order, correct, understandable statements, and there was no rejection of the questions raised (Rossini et al., 2015; Liao et al., 2007). This validated the content, since the items correspond to the indicators to be measured. The survey was carried out using a google form and was sent online to the selected respondents, who responded based on the results achieved in each of their territories.

3 Results and Discussions

It was investigated related to different elements related fundamentally to the conditions that the family has in the home to stimulate language in boys or girls, these results are shown in figure 1.

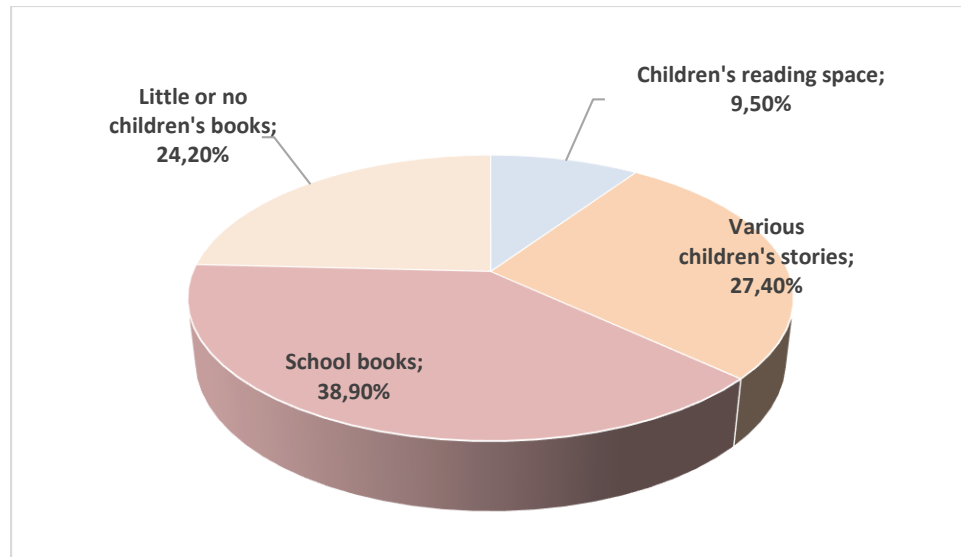


Figure 1. Conditions that the family has at home to stimulate language

As can be seen, most respondents maintain that the highest percentage of families in the CDIs of Manabí use schoolbooks and few or no children's books as an alternative to stimulate reading encouragement. This demonstrates the lack of knowledge of families to implement reading spaces in homes. It was consulted related to the activities that parents carry out at home with their children, obtaining as results those observed in figure 2.

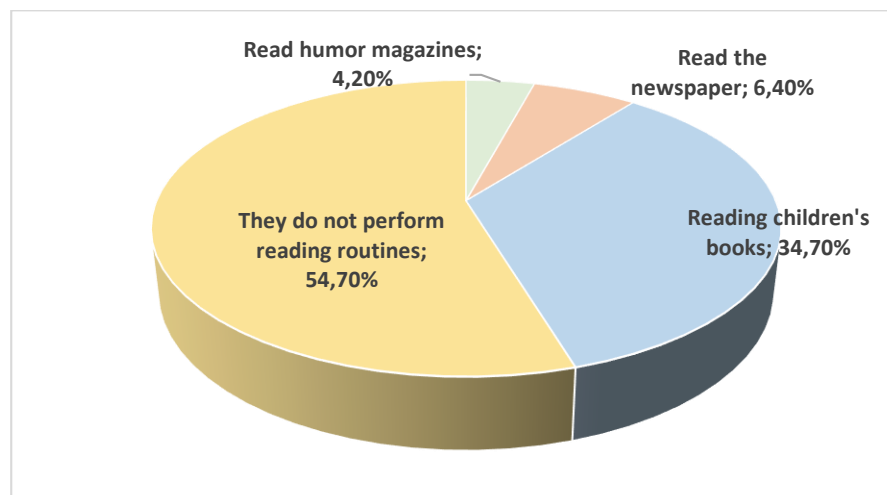


Figure 2. Activities that parents carry out with their children at home

Language skills are reflected thanks to the stimulation that the children receive fundamentally at home, however, in this research it is evident that 54.70% of the respondents respond that families do not practice reading routines at home, which shows that there is a need to implement didactic resources reading to

encourage boys and girls. There are different activities that parents can do at home to motivate and educate their children in the field of reading, Figure 3 shows the results obtained in the investigation

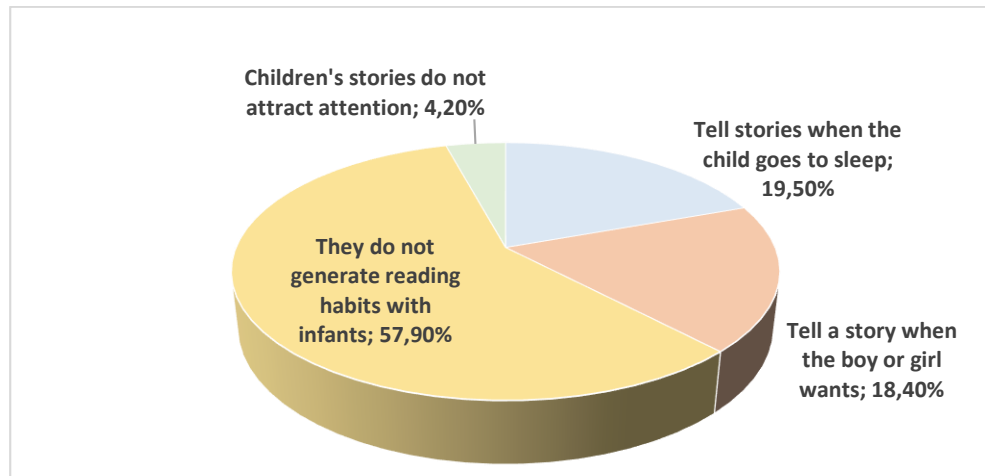


Figure 3. Family activities to motivate children in reading habits

Through this question, the majority of those surveyed maintain in 57.90% that families do not generate reading habits with their children at home, we must remember that from an early age the desire and love towards reading must be achieved through images, labeling, short stories, which will help to promote reading and writing in the initial 2. Families at home play an important role in supporting schools in the education of their children, so they should encourage their children in reading habits, Figure 4 shows the results of the survey.

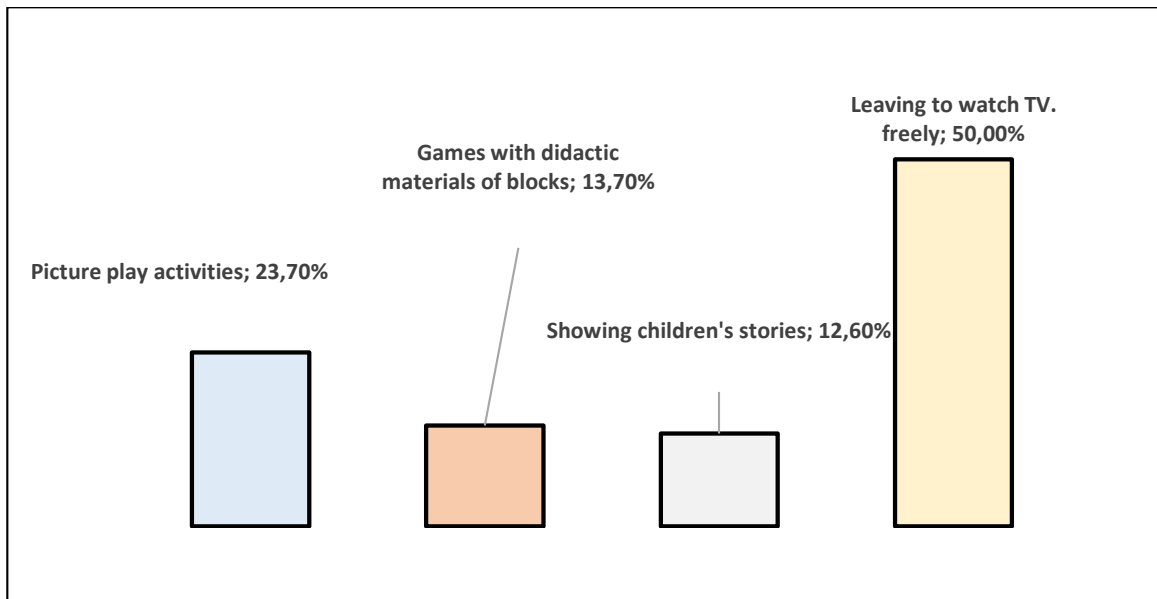


Figure 4. Activities carried out by families to stimulate reading encouragement

Using strategies to encourage reading is very important, however, the highest percentage of respondents maintain that 50.00% of families use television freely as a means of stimulation, without prior guidance on what the child requires accordingly. at age, development, being only a minimum percentage that represents 12.60% makes use of children's stories.

One of the aspects investigated was related to the areas in which the difficulties are incurred by the students, showing the results in Figure 5.

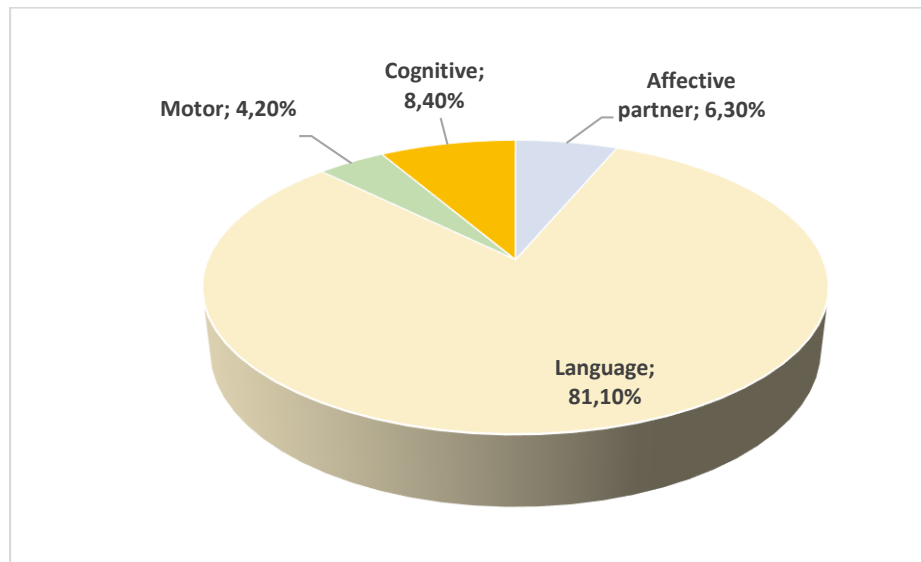


Figure 5. Areas of development in which the boys and girls present more difficulties

This reaffirms what was investigated since 81.10% of the respondents maintain that the area that presents the greatest difficulty is language, as a result of the evaluation of achievements, since they do not achieve the language skills corresponding to the age of the boys and girls product of the study. The periodicity that families stimulate language through children's stories was consulted, the results are shown in figure 6.

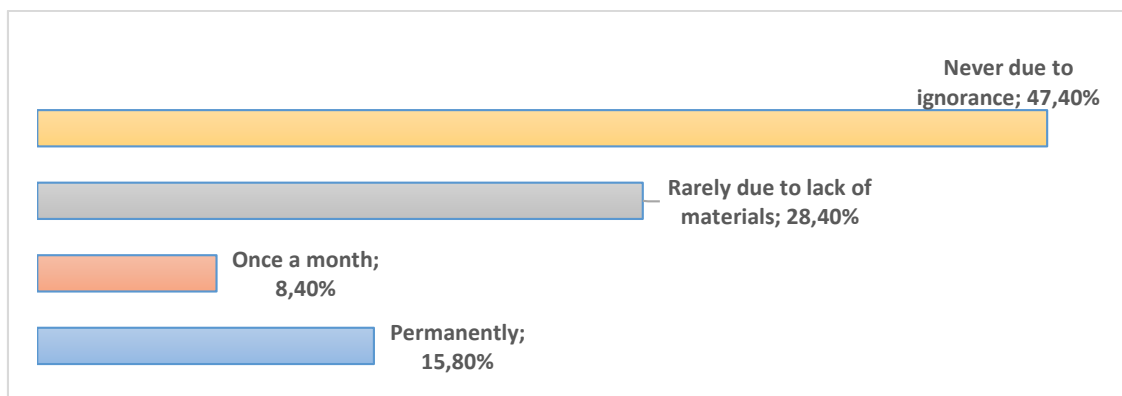


Figure 6. Periodicity that families stimulate language through children's stories

This determines that the highest percentage of respondent's state 47.40% never stimulate language with children's stories due to ignorance and rarely stimulate language due to lack of materials, this represents 28.40%, there is a need to promote the use of environmental or reusable resources in the preparation of didactic resources that stimulate the development of vocabulary in boys and girls. One of the aspects that must be taken into account is that on many occasions the family does not know the activities that they must carry out, for this reason the training they have received was investigated, showing the results in figure 7.

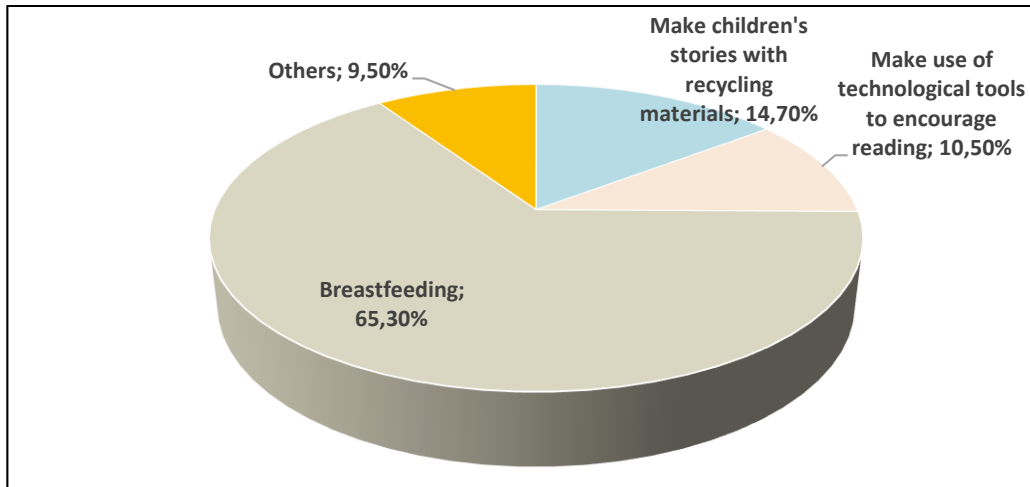


Figure 7. The most recent training that families have received

According to those surveyed, 65% 30 of families have been trained in breastfeeding issues and only 14.70 have received training on the preparation of children's stories with recycling materials and 10.50% using technological tools, this demonstrates the little knowledge that families have about the subject investigated. The types of children's stories that families make to their children at home to stimulate reading encouragement in boys and girls were consulted. Figure 8 shows the analyzes obtained.

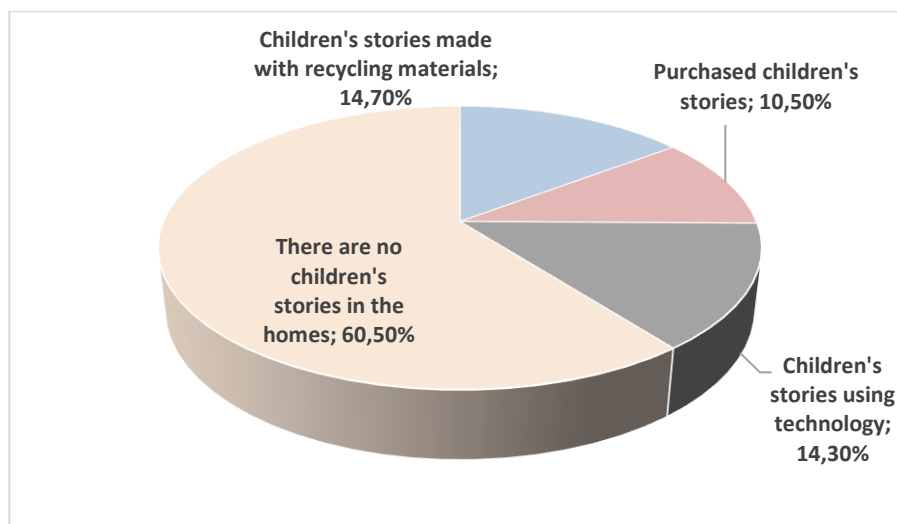


Figure 8. Types of children's stories told by families in their homes to stimulate reading encouragement

The highest percentage, representing 60.5% of those surveyed, maintain that there are no children's stories in the homes of the families of the CDIs in Manabí to stimulate reading encouragement in boys and girls, this means a challenge for those who work in childhood issues in sublevel I of initial to promote child development in all areas of infant development. Finally, the average number of children's stories used in homes to encourage reading was investigated, showing the results in figure 9.

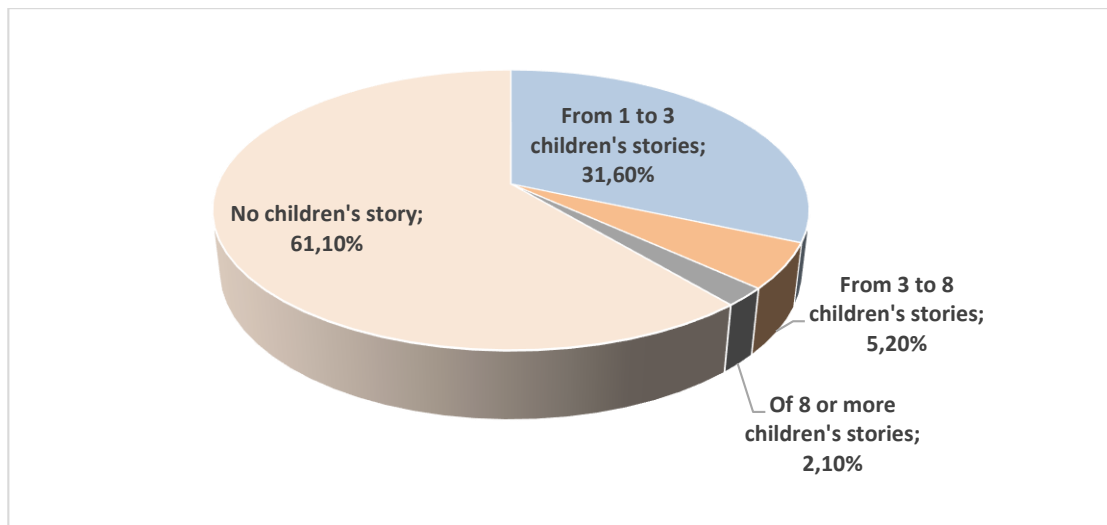


Figure 9. Average number of children's stories used in homes to encourage reading

How can the greatest evidence be shown? A percentage representing 61.10% of the respondents confirm that families do not have any children's stories at home, only 31.30 have 1 to 3 children's stories, this determines that there is a need to guide and motivate families on the importance of creating spaces that promote the initiation to reading through children's stories. Early childhood is critical to ensuring the overall quality of services and, in particular, children's experiences through bonding. According to [Connor et al. \(2016\)](#), "Building strong relationships between children and parents is vital to children's social and emotional development."

The quality of childcare centers can be quite low according to a study carried out by [\(Araujo et al., 2017\)](#). "The countries of the region face the challenge of guaranteeing the quality of the childcare services they offer, given that the children who attend these centers do so during a critical period in their development" Create harmonious spaces for play with infants It gives security in learning through playful resources prepared by families and to interact with love with each experience through stories with large images, especially of animals that connect the emotion of the experiences in which they lived. These are ways of reaching the boy or girl, thus sustaining it [\(Antunes Ribeiro, 2020\)](#) "Children, in any context, need positive responses of acceptance from parents and other primary caregivers" inSpecifically research carried out on the analysis of the results collected by the Ministry of Economic and Social Inclusion of Ecuador, reaffirm the general need for reinforced services of the first inf old age for children in disadvantaged situations [\(Managed & Scope, 2016\)](#).

Children's stories are a fundamental part in the development of the language of boys and girls; thus, he maintains that:

Children's stories are a short story that includes imaginary facts, they are basic and in most cases they have large and colorful images to be attractive. for children, they are characterized by the simplicity with which they are exposed, and their language is usually very emotional, these are used according to the age of each child and their ability to understand, it constitutes a great stimulus for children from their first years of life [\(Cajiao Jama, 2018\)](#).

Inencouraging reading in boys and girls, studies carried out confirm that in the first years of early childhood education, it is where reading strategies and games that encourage reading play a leading role. reading, those that show the book through games, playful and didactic activities at the same time, programmed at school to help empower future readers. Now, encouraging reading is not only a strategy of schools or children's centers, but of the family, as a reading model [\(UNIR, 2020\)](#).

There is documentation on reading animation as a didactic strategy in initial training that maintains that: The foundation of reading animation is found in the Vigostkian conception of learning from social interaction,

where psycholinguistic research on the use of written language and The importance given to literary reading as a cultured element were objects of reflection that also justified the introduction of children's literature in educational centers, which, in turn, has generated a tension against the traditional corpus of reading, the formation of reading habits. and access to complex forms of cultural knowledge that require educational mediation (Mora Olate & Soto, I., 2016).

This literature is valuable because of the guidelines it offers to improve reading habits or routines in homes, since these educational practices begin with the behaviors that each of the boys and girls perform permanently or regularly, it is from this level that which cognitive development is formed" (Figueroa, 2018). From this criterion it can be said that habits are levels of acceptance and adaptation to behaviors that will help in the performance of the activities carried out by infants in their daily stimulation games.

Others of the literature consulted was the book on school motivation in children where it is planned that motivation constitutes an essential part for the initiation of students to read, from an early age in order to develop an adequate educational process and oriented towards an integral conduct. In children, it is thus that motivation manages to constitute one of the necessary psychoeducational factors at the educational level (Usán Supervía & Salavera Bordás, 2018).

Creating stimulating spaces that promote language development is essential since expressive language refers to the way children express their needs, desires, and feelings to others with both nonverbal and verbal communication" (Gutierrez, 2014).

Expressive language is known as the production of language or speech. Oral expression behavior is constantly readjusted based on auditory information, as expressed (Aguilar, 2016). This form of expressive language has a linguistic support that involves the use of gestures, sounds, words, phrases with adequate articulation and increasing complexity, use of alternative and augmentative communication systems (Cárdenas, 2021).

Communicating with your child is one of the most enjoyable and rewarding parts of parenthood. Children learn by absorbing information through daily interactions and experiences, not only with us but also with other adults, family members, other children, and the world in general (Solomon, 2017).

Social differences between children of origin of socioeconomic or class differences are frequently cited as reasons for the different rates of language development (Acosta & Alfonso, 2007). Children from the lowest socioeconomic backgrounds will receive impoverished language relative to those from the middle class. The environment offered by parents at home, related to socioeconomic status, influences language development (Carmona, 1999).

One of the factors that possibly influence the optimal development of learning to read is oral (expressive) language. The importance of a good development of oral language during the first years as a basis for reading, which is considered a main tool for learning and therefore for the acquisition of knowledge, which in turn favors adaptation and integration into social groups (Sanclemente & Bordas, 2011).

Proficiency in oral language is a basic factor and a prerequisite to achieve development in reading comprehension, since, when reading, the child requires decoding graphic signs and more complex levels of processing (Bronckart, 2016). Most children begin to speak at around 10 to 18 months of age, however their word comprehension begins much earlier (Belousova et al., 2021). Hearing the sound of words stimulates children's brain growth to be able to remember and repeat those sounds. Children also begin to understand the rhythm and patterns of language (Gómez, 2018).

Stimulation at home arises mainly in daily routines where parents: narrate, explain, name, use songs, give directions, among others, adults are primarily responsible for stimulating development during the first years of life, they play a fundamental role because in the stimulation they provide they must select challenges that strengthen the abilities of the minor through activities, games and the same upbringing (Galeote, 2016).

4 Conclusion

The use of children's stories to encourage reading in boys and girls from 12 to 36 months in families was identified. of the initial education centers in the province of Manabí, where it was found that there is a need to implement strategies that promote language development. Techniques were applied that allowed obtaining the appropriate results, demonstrating that strategies must be drawn up to achieve through children's stories

to encourage reading habits and develop language at an early age, twelve families must work in coordination with teachers.

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Biography of Authors

	<p>Rosa Delfina Degree in Education Sciences, specialties in basic education, pedagogy, history and geography. Master in education and social development from the Equinocial Technological University, Research Professor of the Child Development Career of the Paulo Emilio Macías Higher Technological Institute. Academic Advisor, Career Tutor, Former Career Coordinator, Former Member of the Ethics Committee, Member of the Collegiate Body or Superior. Author of several indexed publications. <i>Email: rosa.giler@itspem.edu.ec</i></p>
	<p>Telly Yarita Doctorate in Higher Education from the University of Palermo, Argentina; Master's degree in Agricultural Engineering, Industrial Engineering, projects specialization. Diplomas in research methodology and academic and scientific communication; in Quantitative Research and Trainer of Trainers. Blind peer reviewer of scientific journals. External reader of degree works for higher education institutions. CEJ facilitator of workshops on academic writing and project formulation. Member of the Asociación Fuerza Apícola Montuvia, Executive Director of the CEJ and Manager of Enjambre Apis Ecofinca, a beekeeping society in Portoviejo, Ecuador. <i>Email: frantonio36@hotmail.com</i></p>
	<p>Leicy Gaudelia Master in pedagogical education. Bachelor of philological education, specialization in philological education, Russian State Pedagogical University A. I Herten. Teacher of the Child Development Career of the Paulo Emilio Macías Higher Technological Institute, Career Tutor, Former Coordinator of Integral Child Development, Former member of the Superior Collegiate Body. Author of several indexed publications. <i>Email: leicy16@hotmail.com</i></p>
	<p>Walter Roberto Industrial engineer. Master in teaching and educational research from the Technical University of Manabí. Master in total quality from the University of Havana José Antonio Echeverría. Rector of the Instituto Superior Tecnológico Paulo Emilio Macías. Professor of the Faculty of Agricultural Engineering of the Universidad Técnica de Manabí. <i>Email: walter.nunez@itspem.edu.ec</i></p>
	<p>Fabián Enrique Degree in Computer Science, Master in Educational Management from the State University of Southern Manabí, Vice Chancellor of the Paulo Emilio Macías Higher Technological Institute, former coordinator of the Higher Technical career in Citizen Security and Public Order, teacher of the career of Child Development and Electromechanics, Former member of the Superior Collegiate Body. Author of several indexed publications. <i>Email: fabian.vera@itspem.edu.ec</i></p>