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Techniques and procedures to promote reading in high school students

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Abstract--Reading is appreciated as the art of understanding information visually, it is also considered as a process by which we understand written language, academically it is what helps communication with others, currently, most students have difficulties reading politely, which brings as consequently problems in critical, reflexive expressions and in the correct conjugation of words. To achieve success in reading, it is necessary to practice it, using some techniques and procedures that can be implemented in high school to strengthen it. Despite the benefits provided by social networks, students have lost interest in learning to read not only as a tool; but by general culture, a reality that was observed in high school students of the "Mathius Quintanilla Sierra" Educational Unit in the city of Portoviejo, province of Manabí. The objective of this work was to analyze the techniques and procedures to promote reading in high school students. The methodology that was used was mixed, applying the descriptive, deductive, historical, logical, and interpretive methods, a survey was applied to a total sample of the population of 100 high school students. As a result, it is stated that there is considerable ignorance in the use of techniques for reading practice and the interpretation of writing, consequently 66% of respondents do not like to read, an aspect that puts their critical, reflective, and writing skills at a disadvantage.

Keywords--Reading comprehension, education, literacy, critical reading, methodological strategies.

Introduction

Reading is essential from the student context to be able to express oneself, it is a significant resource in academic and scientific activities, in connection with the community, as a means of access to information, knowledge and as a necessary element for the acquisition of competences. professionals and a general culture. Students of any level require the habit of reading to carry out the multiple learning tasks they face daily, based on the demands of consulting a variety of physical and digital bibliographies and searching the Internet and as a means of doing a good use of free time.

Reading leads to contact with the problems of nature, society and the thought of man, studying a text allows you to meet great thinkers, inventions and events of all time, understand thoughts, discover purposes, reflect internally through of questions and trying to find answers, this ability allows responding to the demands of knowledge, to the needs and concerns of knowledge, it is to give value to wanting to know, when reading one seeks to understand and adopt a position or attitude, think to value, refute or share the ideas that are proposed (Pérez, 2018).

To make a reading and that it is really understood, students must make a deep analysis of it. The activities that the students must carry out are read the title, do a quick reading of the text identifying words that are difficult to understand and define them according to the context, locate two key words in each paragraph and thus give the idea of each one and be able to reach to the general idea of the text.

There are some tools that should be applied at the time of reading to capture the ideas expressed by the author, among them are mentioned: identify the main idea and secondary ideas, as well as general and specific reading data, analyze the attitude and tone of the author toward the theme, characters, or events, identify what is stated both explicitly and implicitly in the text, draw inferences, apply the author's ideas to other situations, critique the topic and argue its position, identify the method of organization of the text.

To achieve adequate reading comprehension, various strategies can be applied, such as: synoptic tables, mental and/or conceptual maps, summaries, and questionnaires.

All those who dedicate themselves to the noble task of teaching must reflect on the changes that are fundamental to improve education. It should not be limited to exposing a wealth of knowledge, it is necessary to train people who are citizens of the world, capable of resolving situations in differentiated, collaborative, respectful, tolerant, and honest contexts who know how to anticipate and face the demands of the 21st century (Ramírez, 2019).

Since the boys and girls start reading at school, this activity becomes an obligation and therefore during the stages of compulsory schooling high rates of reading are observed. When children are young, adults spend some time reading books with them and accompanying them in the reading process; however, as students grow and finish their studies, reading ceases to be compulsory for them

and other activities that attract more attention and that they consider more fun and interesting are prioritized.

With these data it can be deduced that students give reading an instrumental value necessary for life, but without relating it to leisure, from schools the creation of a good reading habit that is not identified with an act obligatory but of pleasure.

In the 21st century, many resources to develop a taste for reading and they must be used and exploited to the fullest. Also, the creativity of the teacher and his passion for reading are a tool to fulfill this purpose (Pardo, 2018).

Reading habits are abilities, skills and abilities that allow the student a systematic approach to already developed knowledge and/or that facilitate the creation of new knowledge, this concept refers to the abilities of the students that they must develop the creation of new knowledge, because reading is the door to reflection, imagination, innovation, and creativity. If the student perfects his reading habit, he will be very investigative and will develop analytical thinking, which is important when solving problems that arise in everyday life.

Analytical thinking refers to an individual's ability to reason and reflect on a problem, this allows him to decide what to do to find a solution; In a nutshell, this allows a problem to be broken down into simpler parts, in order to analyze each of these parts in detail, their relationships and what function they have with the whole (Zambrano., 2021).

Reading levels in Ecuador, in relation to other Latin American countries, according to various tests carried out by UNESCO, are among the lowest and do not respond to the learning needs of children and adolescents in the country. Therefore, it is necessary to make efforts that can be made at the public and private levels to promote the habit of reading. According to the latest data from the Institute of Statistics and Censuses (INEC), it was announced that the 26.5% of Ecuadorians do not spend time reading, of which 56.8% do not do so due to lack of interest and 31.7% due to lack of time (INEC, 2012).

In the Republic of Ecuador, strategies are being carried out with a view to stimulating the habit of reading. On the occasion of International Book Day 2015 (April 24), the Ministry of Culture launched a campaign in media and social networks with the slogan #Ecuador Sí Lee. From May 12 to 14, 2015, the seminar - International Workshop "Towards the construction of a National Reading Plan" was held, organized by the Ecuadorian Association of Children's and Youth Books (Girándula), in Quito, within the framework of the X Story Marathon. On November 13, 2015, on the inauguration of the International Book Fair in Quito, Correa announced a Culture Law and a National Reading Plan, which will start in 2017. In January 2016, the Ministry of Education announced a "Plan Lector" and within this, a Club of Master Readers (García, 2016).

The Decentralized Autonomous Government (GAD), municipal of the Portoviejo Canton, has seen the need to promote reading, for which it considered health centers for this project, developing a project in the Riochico parish, whose

location was the Riochico Health Center del Cantón, Portoviejo, where the Riochico Library together with its staff trained in the area, carried out, through prior planning and monitored by those responsible, workshops, training, illustrated teachings through puppets, story readings, dramatization, using as resources recycled materials found in our environment. The waiting room of the health center is a space that has the necessary characteristics to promote reading and put it into practice, so that the patient observes different types of texts of any nature that can encourage reading, during the time spent in the place.

The GAD, saw the need to promote reading in establishments, since the time that the user remains waiting for his turn to be attended is approximately thirty minutes, space in which the patient dedicates himself to other activities, leaving. Besides the reading habit, another of the problems to be found is not getting the attention of children, adolescents and adults; Therefore, workshops, crafts, artistic expression through puppets, didactic material and talks will be implemented to encourage reading in people who visit the health unit. A third factor that could hinder this program is not having the right place to do what is necessary in this entity. For this reason, it was decided to carry out a project to promote reading in the Riochico health center, of the Riochico Parish of the Portoviejo Canton, not limiting themselves to reading the magazines and newspapers that are usually found in these establishments, but while they are in the waiting room to give them the opportunity to read a book, to be able to enjoy a very pleasant reading, and to continue cultivating those reading habits that they have already been losing.

More than half of the students from different educational centers have not enhanced the skills related to the recognition of the text due to the type of reading proposed by the teacher, which causes the student to not be able to recognize the characters and the main ideas of the same. The lack of attractive, colorful, images and not very funny reading material are incident factors in the development of reading skills (Navarro, 2017). Reading is a necessary tool in the world, promoting it has become a necessity, making reading a habit will help them improve their lexicon and increase cultural knowledge (Benavides., 2018).

The objective of the research was to analyze the techniques and procedures of reading comprehension in the academic performance of high school students of the "Mathius Quintanilla Sierra" Educational Unit, considering their lack of interest in promoting this taste or habit of reading.

Materials and Methods

A questionnaire was used as a support instrument, using the survey technique with 6 structured questions, addressed to 100 high school students from the Mathius Quintanilla Sierra Educational Unit in the city of Portoviejo, Manabí Province, taking as a sample to the entire population to obtain real values to guarantee compliance with the stated objective.

This research was of quantitative application, considering the descriptive and interpretive methods, because it allowed evaluating, weighing, and interpreting the information obtained through the applied survey, with the purpose of

investigating the interest in reading and the interpretation capacity of the reader, strengthening reflective-critical skills. The results were transformed into values and represented in tables to perform the percentage analysis. The Qualitative Method was also applied when doing an investigation of specialized literature published by other authors, managing to deduce and analyze the criteria of each one and interrelate it with the results of the data obtained, in addition, the method of historical-logical analysis was used because it did not it was limited only to the description of the facts, but to discover the logic of the object of the investigation, based on the bibliographic review of the subject under study.

Analysis and discussion of the results

Although there has never been as much reading as now, nor have there ever been so many readers, reading is not in fashion; on the contrary, it is an urgent activity and very little valued by society, by the media, particularly by young people: many adolescents, of those who read regularly, are ashamed to admit to their friends that they are readers, historically, the great readers have been considered as "weird guys" or crazy.

When it is proposed to promote or encourage reading, it must be remembered that reading is not a game, but an enormously complex cognitive and comprehensive activity, in which thought and memory, as well as the reader's prior knowledge, intervene. Reading, once the mechanisms that allow us to face a reading have been acquired, is wanting to read, carrying out an individual and voluntary activity (Cerrillo, 2007).

The promotion of reading is one of the concerns of any teacher, both in primary and secondary schools. Discovering the magic of stories for the little ones or getting the adults hooked on the pleasure of a good book are complicated but very rewarding tasks. Figure 1 shows some simple ideas to awaken the reading interest of your students.

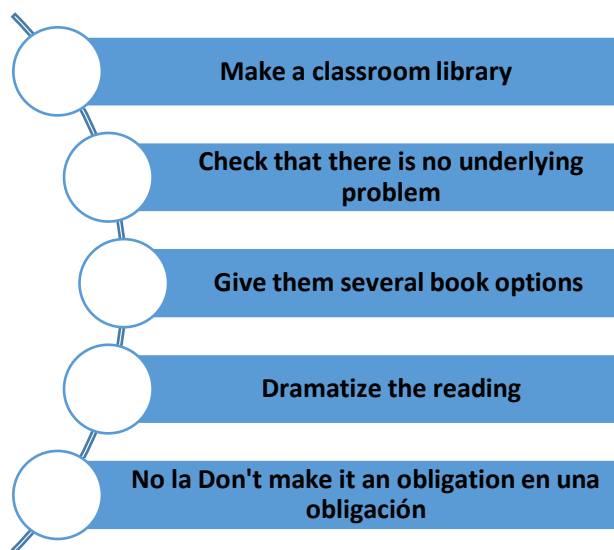


Figure 1. Some simple ideas to awaken the reading hobby

Reading comprehension

Written language refers to the use of symbols, letters, or certain spellings in order to express certain ideas or knowledge; the representation of thoughts or cognitive schemes through a written system that is coupled to the language that defines a context or social group, promoting effective communication that complements spoken language.

The written language has transcended through time in different social contexts much more slowly than the spoken language, becoming today one of the pillars for the conservation and socialization of knowledge and wisdom. Under this premise, reading comprehension can then be defined as the ability that a person possesses to be able to understand the idea embodied in a text, a reality that derives from the prior knowledge of an individual, since, based on them and the assimilation from the new information, you can build your perspectives or points of view.

Comprehensive reading is a constructive process because it is active in the elaboration of interpretations of the text and its parts; interactive because the previous information of the reader and that offered by the text is complemented by the elaboration of meanings; it is strategic, because it varies according to the goal, the nature of the material, and the reader's familiarity with the topic; and metacognitive, because it involves controlling one's thought processes to ensure that understanding flows smoothly.

Reading comprehension is the ability to understand 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.

Cognitively, reading comprehension is understood as a product and a process; as a product it would be the result of an interaction between the reader and the text, it is stored in memory, then it will be evoked when asking questions about the material read. Reading comprehension, as a process, takes place as soon as the information is received and in which only immediate memory works. The understanding of a text is the product of a metacognitive process regulated by the reader, in which there is an interaction between the information stored in his memory and that provided by the text (Leyva, 2018).

Reading comprehension is the process of making meaning by learning the relevant ideas in a text and relating them to ideas you already have. It is the process through which the reader interacts with the text, assimilates it and understands it: in addition, cognitive, perceptual and linguistic processes interact. It is a very complex act where some of these processes become conscious during the act of reading, so it can be said that a good reader has two types of skills: cognitive and metacognitive, which are what allow the reader to be aware of their comprehension process and control it through planning activities, supervision, and evaluation of the text.

Reading comprehension constitutes a vehicle for the child's learning, for the development of intelligence, for the acquisition of culture and for the education of

the will, since it not only provides information (instruction) but also forms (educates) creating habits of reflection, analysis, effort, concentration, recreates, makes you enjoy, entertains, and distracts. It is considered an extraordinary tool for intellectual work since it puts mental functions into action, speeding up intelligence. That is why it is related to school performance, since it increases the cultural baggage; provides information, knowledge. When you read and understand what you are reading, you learn.

In the child it stimulates reading, satisfies intellectual and scientific curiosity, awakens hobbies and interests, develops the capacity for judgment, analysis, critical spirit, enhances the capacity for observation, attention, and concentration. But, above all, reading comprehension encourages the recreation of fantasy and the development of creativity (Rivas, 2015).

Education

Work groups should be created among teachers to exchange experiences in the search for didactic strategies that project reading to make students readers, where they focus their teaching on the formation of beings who are capable of understanding the various written texts, that is, that is to say, a teacher who teaches reading, because he likes reading, who expresses himself appropriately to expand the student's scientific vocabulary, who teaches processes and attitudes, not just concepts, and develops in them skills that allow them to communicate with properties in the community investigate where they are studying.

Failure to achieve the above can result in the isolation between the text, context, the reader, and the essence of meaning contrition, they will continue to maintain the little interest of the students towards the reading process, continuing the teaching of reading as a simple decoding. of the text. The need to encourage the student to use different spaces and didactic strategies to develop reading skills necessary to change the investigative schemes that allow them the full development of their intellect (Mendoza, 2018).

The data collected with the application of the survey are exposed in statistical graphs, which empowered to know the opinion of the 100 students surveyed to interpret, present, and analyze the results obtained in a timely manner, contributing to meet the stated objective and draw conclusions. that can be used for future research.

It was necessary to investigate the interest that students have in reading, identifying the frequency with which they normally practice this art. The graph in figure 2 shows the reality of the habit of reading by students, a situation that highlights the difficulties that exist with the reading and writing language.

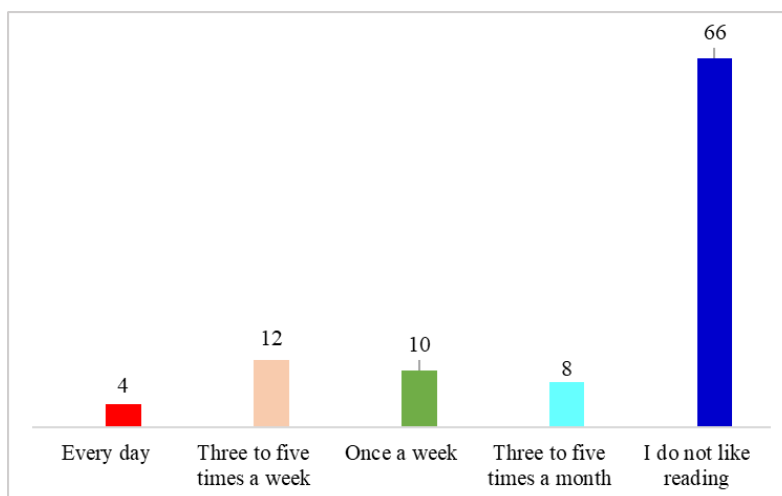


Figure 2. Frequency with which students practice reading

As can be seen, there is a high percentage of students who do not like to read, this result explains why students have problems expressing themselves and writing correctly, the parameter corresponds to 66% of students surveyed. In another order are those who read but not as the best option to pass the time, these correspond to 8% of the population, while the values of 4, 10 and 12% take reading as a practice that contributes and enriches their lives. success and knowledge. It is convenient that students be motivated in the habitual use of reading, so that from the techniques and procedures that are used, this discipline of linguistic order is strengthened and consolidated, to form critical, reflective, and expressive people, as other authors affirm.

Reading can be a form of knowledge, a particularity is that it can help find solutions in life once it is culturalized, it can also be a form of pleasure using the imagination and on some happy occasions, it can combine everything: knowledge, it helps in the search for vital answers and pleasure, many people even believe that reading is a source of motivation when the inspiration to read is felt (Marquez, 2017).

Literacy is an important facet in the teaching-learning process of children. Literacy is the basic pillar for students' lives, since it is not just about accessing educational objectives and content; if not, it is one of the main vehicles of learning. This process is necessary for students to learn to read and have a reading comprehension, write the graphs to form sentences and paragraphs in such a way that they can perform better in their pedagogical activities.

Critical reading greatly contributes to the development of thought since it allows language and the way of perceiving and understanding the world to be analyzed from different angles. It helps to understand and identify the historical-social reality, in a contextualized way, being essential to understand the text. The student manages to locate and be interested in reading when the motivation required before facing a reading process is potentiated. It is an important strategy that develops logical reasoning, based on the linguistic sign. In this way it is

possible to acquire the vocabulary in a logical way and associating it to its reality, since it is transferred to all or most of the uses of said sign. This tool allows reasoning, analyzing, perceiving, everyday situations that are not completely decoded (Arias, 2018).

In the context of learning the literacy language, it is necessary to offer students facilities to exercise a correct way of reading and writing, but especially reading. For this, there are many techniques with their procedures that contribute significantly to compliance with the skill. Figure 3 shows the knowledge that the respondents have in relation to the list of exposed techniques.

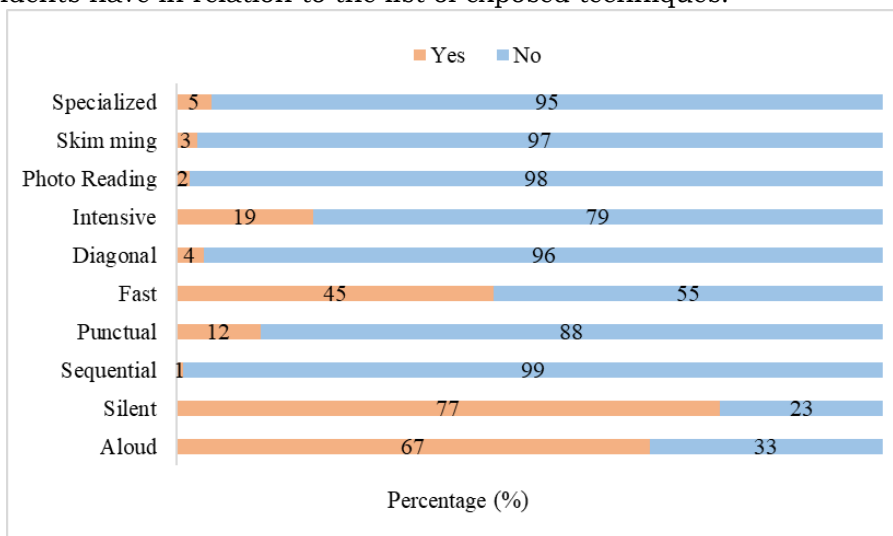


Figure 2. Techniques used to improve reading

Source: Survey of students.

As can be seen, there is little knowledge regarding the existence of reading techniques, the most widely accepted in this case are inclined towards the best known, such as fast, silent, and aloud reading techniques. These results require that special attention be given to this evident weakness in the student body, especially considering that they are already in the high school sub-level with projections to higher education. The active intervention of teachers is recommended with the application of these or other techniques that improve the reading habit, laying good foundations for their subsequent studies.

These are an ordered sequence of techniques, teaching procedures and activities used by teachers in their educational practice with the clear objective that students can learn. That is why teachers have to be aware that the methodological strategies that they are going to use must be in accordance with the content that they are going to develop, at the age and school level of the students (Sequeira, 2016).

The methodological strategies are those that allow identifying principles and criteria, through methods, techniques and procedures that constitute an ordered and planned sequence allowing the construction of knowledge during the teaching and learning process.

There are many factors that positively influence the integral formation of the person, one of them and perhaps the most important is reading, therefore, a person who likes to read and navigate the world of true information is considered wise or multiculturalist. Figure 4 shows the results of what the students consider regarding this statement.

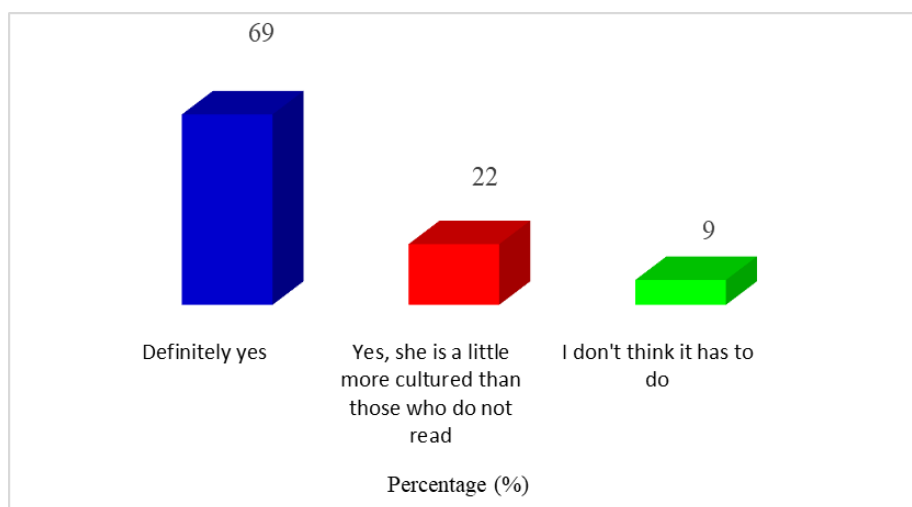


Figure 3. Reading, a key factor in educating people.

In relation to all the respondents, 69% think that reading definitely plays an important role in the integral formation of the person, turning them into educated individuals, with a lot of knowledge inside and outside the context of their country or region. 22% believe that reading does contribute to the formation of educated individuals, finally a small group considers that they have nothing to do with reading, this implies being able to identify weaknesses in students and strengthen reading comprehension, as well as literacy practice for their future life, elements that will allow them to identify the creation of the ability that characterizes the profile of a multicultural person.

Reading is as necessary as the correct diet to keep the body healthy; the habit of reading makes the person a wise person, a cultured individual, who trains his brain to deepen the analysis and deduction of life events Quiroz, (2017). Reading comprehension is then consolidated as a skill by which a reader can develop new meanings, learning significant ideas that are part of any text and allow him to adequately deal with a certain situation of his daily life. It is not reading for the sake of reading, but rather, doing so by understanding what is read, relating it to previous experiences and the context in which it is developed (Sinchi, 2019).

Conclusion

There are several techniques that facilitate reading comprehension, however, the results of the research show that students have little knowledge in handling these techniques, causing them to run reading programs using a variety of strategies with their corresponding procedures. to create the habit of this expressive and

communicational discipline. The 66% of respondents who do not like reading should be considered, a criterion that should be paid attention to, since it reduces the ability of students to consolidate a clear and fluid language, as well as writing with the basic elements of spelling and calligraphy.

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