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He box of surprises: Pedagogical strategy to strengthen reading literacy competence in 1st grade students at the Eustorgio Colmenares Baptista school

La cajita de sorpresas: estrategia pedagógica para fortalecer la competencia lecto escritora en los estudiantes de 1º en el colegio Eustorgio Colmenares Baptista

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ABSTRACT

Keywords:

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"The little box Surpresas" project is a pedagogical strategy to strengthen reading literacy competence in 1st grade students at the Eustorgio Colmenares Baptista school, focused on improving reading literacy in the first years of schooling. According to the above, the general objective of the research project sought to strengthen the literacy competence in students of 1st grade of the Eustorgio Colmenares Baptista school through a pedagogical strategy, through the implementation of a pedagogical proposal based on classroom projects. The research was governed by a qualitative methodology of action research type that allowed to carry out the degree project and respond to the problem raised. The pedagogical proposal was based on classroom projects with various activities and the implementation of different strategies that favor the reading process.

RESUMEN

Palabras clave:

Habilidades de comunicación
Niveles de lectura y escritura
Propuesta pedagógica

El proyecto "La cajita Surpresas" es una estrategia pedagógica para fortalecer la capacidad de lectura de los alumnos de 1er grado de la escuela Eustorgio Colmenares Baptista, centrada en la mejora de la capacidad de lectura en los primeros años de escolaridad. De acuerdo con lo anterior, el objetivo general del proyecto de investigación buscaba fortalecer la competencia lectora de los alumnos de 1er grado de la escuela Eustorgio Colmenares Baptista a través de una estrategia pedagógica, mediante la implementación de una propuesta pedagógica basada en proyectos de aula. La investigación se rigió por una metodología cualitativa de tipo investigación-acción que permitió realizar el proyecto de grado y responder al problema planteado. La propuesta pedagógica se basó en proyectos de aula con diversas actividades y la implementación de diferentes estrategias que favorecen el proceso de lectura.

1. Introduction

Reading is a process that consists of decoding symbols to understand their meaning. It is also defined as a psychological skill that is acquired and exercised at an early age. According to Ríos (2004) "It is a complex process in which four components concur, interactively, which are: the writer, the reader, the text and the context" (p. 139). In other words, reading is a complex activity that requires the start-up of a series of skills that allow converting symbols (letters) are meanings. Which represents the immediate capture of the meaning of the writing. Therefore, reading means immediately understanding the meaning of the word.

On the other hand, reading is an essential part of the language or language unlike language, it is not a faculty but a learned social skill, which is related to the language since the child learns to read according to the language he speaks. Reading is part of the intellectual growth of the child from the beginning of his school life since that is where the process of learning to read begins, where much of the skills that he later has to read and understand what he has read, he acquires In those early years, for this reason it is very important that early and primary school

teachers take into account the learning styles that children develop to make the process easier.

For this reason, it was planned to plan and apply the pedagogical proposal based on classroom projects called "the box of surprises" which strengthens the reading and writing competence, linking the entire educational community

In the content of the research paper readers will find in the first chapter the problem, the objectives, the justification and context where the project was developed. The second chapter shows the background of the investigation, which provided relevant aspects, as well as the legal bases and theoretical references that support the proposal.

In the third chapter there is the methodological design, type of research and instruments used to collect information, population and categorization. In the fourth chapter the pedagogical proposal, its action plan, the different activities, pedagogical reflections of the results obtained and the evaluation grid were developed. Finally, the conclusions and recommendations of this proposal were compiled.

Regarding the objectives, they were classified in general and specific, with the general objective of strengthening literacy in students of 1st grade of the Eustorgio Colmenares Baptista school through a pedagogical strategy.

In the specific objectives, they were classified in three stages, beginning by identifying the level of reading literacy competence in the students of 1st grade of the Eustorgio Colmenares Baptista College, then designing a pedagogical proposal focused on classroom projects for the strengthening of reading and writing competence. its implementation and finally assess the results achieved in each of the proposed activities.

2. Materials and Methods

In the theoretical framework, the concept of reading is emphasized as a process that consists of decoding symbols to understand their meaning. It is also defined as a psychological skill that is acquired and exercised at an early age. According to Ríos (2004) "It is a complex process in which four components concur, interactively, which are: the writer, the reader, the text and the context" (p. 139). In other words, reading is a complex activity that requires the start-up of a series of skills that allow to convert symbols (letters) into meanings. Which represents the immediate capture of the meaning of the writing. Therefore, reading means immediately understanding the meaning of the word.

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For its part, Ferreiro (1979) distinguishes five levels of reading and writing in children:

"*Level 1:* scribbling, reproduction of features that constitute a basic form of writing either italic or printing.
Level 2: pre syllabic, difference between writings, small number of graphics, make combinations to achieve different results.
Level 3: syllabic, here the child tries to give a sound value to each of the letters that make up a writing, divide the word into syllables.
Level 4: syllabic - alphabetical, it is a period between the syllable and the phonetic representation of the letters.
Level 5: Alphabetical, build alphabetic writing, grant a phoneme for each graphic, start spelling."

These levels are a continuous process and not fixed stages determined by chronological age. It is necessary to discover the level in which the children are because it allows to adjust the programming and thus facilitate their learning. From the above, it is inferred that in the reading psychological processes

intervene in decoding symbols, associating words and images and in it there are four steps that are: the visualization which is carried out continuously on the word, phonation, this consists of the Oral articulation through which information passes from sight to speech, hearing is the passage of information to the ear and finally the cerebration the information that is given when it reaches the brain and culminates the process of understanding. In this same sense, within the reading there is a physiological process that allows us to understand the human capacity for reading from the biological point of view by studying the human eye and the ability to fix the view.

From an interactive perspective, Solé (2006) assumes that reading is the process by which written language is understood. This understanding involves both the text, its form and its content, as well as the reader, its expectations and previous knowledge. To read it is necessary, simultaneously, to handle decoding skills with ease and contribute to the text our objectives, ideas and previous experiences; We need to get involved in a process of continuous prediction and inference, which is based on the information provided by the text and on our own background, and in a process that allows us to find evidence or reject the predictions or inferences mentioned. According to Ausubel (1963), student learning depends on the previous cognitive structure that is related to the new information, it must be understood as "cognitive structure", the set of concepts, ideas that an individual possesses, in a certain field of knowledge, as well as your organization.

Hence, today there is talk of the need for new generations to learn to develop cognitive skills and strategies that allow them to learn; Among the most important is reading and writing, taking as the understanding of any text read where reflection allows it, so that it can investigate, analyze, relate and interpret what has been read with previous knowledge, so that in this way form a new knowledge and come to meaningful learning.

3. Results and Discussion

For the collection of the information of the present investigation, the implementation of 12 interventions of the pedagogical proposal based on reading literacy projects suitable for first grade students was carried out. The 12 interventions were distributed in the 4 classroom projects, 3 interventions for each one, applied in different pedagogical spaces and following a logical sequence and strengthening the learning process of reading writing. The information was analyzed in detail taking into account the levels of reading and writing.

The impact on students is significant, they were motivated by the proposed activities and led to changes in the acquisition of knowledge, more specifically in the teaching and learning of reading and writing. The Pedagogical Proposal "The box of surprises" based on classroom projects that arises from the question raised in the present investigation How to strengthen the literacy competence in the students of 1st of the Eustorgio Colmenares Baptista College?

The Pedagogical Proposal "The box of surprises" based on classroom projects that arises from the question raised in the present investigation How to strengthen the literacy competence in students of 1st grade of the Eustorgio Colmenares Baptista College?

The proposal includes 4 classroom projects and 12 interventions distributed in 3 interventions in each project and aims to strengthen reading and writing competence with different pedagogical strategies taken from the educational capsules of the Ministry of National Education and the necessary adaptations to reinforce the project

The pedagogical proposal is based on transversal classroom projects that strengthen communicative competence.

The methodology of classroom projects is a propitious scenario to strengthen the reading and writing processes, allow to work a specific theme and integrate different areas.

For the purposes of this research, Bonilla (2007), classroom projects will be understood as the

collective construction that the teacher does with the students from a problem or interest that arises from the group and generates a variety of actions in where social interaction and recognition of the sociocultural context are the foundation for the construction of new knowledge that aims to lead the student to do something concrete, real and practical.

The projects that are part of the proposal are:

Reading and pre-syllabic project, the alphabet: workshops and reading writing guides

Artistic and syllabic project, the words: puppet crafts, friezes.

Virtual and syllabic alphabetic project, the prayers: games in educa nave and kindery.

Playful and alphabetic project, texts: recreational activities songs, rounds, games.

The moments to be followed by students and teachers in each intervention are three: introduction where prior knowledge is identified conceptualization where activities related to the performance indicator and evaluation where we assess the knowledge acquired are developed.

The pedagogical model that supports the proposal is the same one that is used in the Educational Institution Colegio Eustorgio Colmenares Baptista the significant learning of Ausubel, offers in this sense the appropriate framework for the development of educational work, as well as for the design of educational techniques consistent with these principles, becoming a theoretical framework that will favor this process.

Based on the research process for the pedagogical proposal, the following elements are taken into account: performance indicator, activity, resources, time and production. Now, for each classroom project, the different interventions are built with the following elements: intervention, performance indicators, activities and resources.

The final evaluation of the research project gives an account of the results obtained, which correspond to the objectives set out in the pedagogical proposal, among which are:

Regarding the learning of reading and writing, the majority of students had difficulties in acquiring their mother tongue, currently most of the students overcame the difficulties, read and write correctly.

Regarding motivation, it is satisfactory to observe how students feel happy in acquiring knowledge in a different way, developing artistic and creative activities with the accompaniment of parents supporting the learning process.

In terms of understanding it is a complex process and more with children in their initial stage of language learning, maternal for this reason it is vitally important to develop all communication skills when imparting knowledge.

The most significant reading literacy competence at the end of the pedagogical proposal made up of classroom projects was to find the diversity pedagogical strategies that can be used to teach reading literacy such as workshops, songs, crafts and interactive games.

4.Conclusions

When reflecting on pedagogical practice, it is understood that adapting spaces and moments in the learning process is the most important and linking parents has a special meaning for students who acquired knowledge, enjoyed and discovered the importance of reading and The writing in their lives.

For the analysis and discussion of results, it is convenient to talk about the triangulation that according to Elliott (1978), is the combination of the perspectives of various actors within a research environment (p.9), in this sense it can be said that it is a contrast of contributions of theorists, findings or results found and the analysis that results from this reflection, which starts from some categories related to the object of study, to finish giving validity to the situation raised.

On the basis that the conclusions arise from the objectives of the project, the following aspects are presented below: It was possible to improve the literacy competence of first-grade students of the educational institution Colegio Eustorgio Colmenares Baptista, based on a diagnosis of the students, the implementation of a pedagogical

proposal based on classroom projects with different interventions, taking into account the Basic learning rights and levels of reading and writing.

Listed below are the aspects of the proposal that were mostly resolved: Students performed different activities according to the levels of reading and writing, overcoming difficulties presented in the process of learning the mother tongue. The participation was active and permanent, allowing continuity to the activities proposed in each project.

Significant learning was applied in interventions to strengthen reading and writing skills in students, taking into account the acquired knowledge.

By implementing interventions in classroom projects from different disciplines of knowledge, an effective transversality was obtained.

Playful, pedagogical, technological and artistic spaces were fostered that developed essential skills for the development of students' basic skills.

Finally, it can be concluded that the application of attractive strategies in the classroom significantly transforms the pedagogical practices of educational institutions and the learning process of students today.

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