



***El aprendizaje de la lectura en la educación primaria, base
para un proceso reflexivo
Learning to read in primary education, basis for a reflective
process***

Zoila Pantoja-Camacho; Pedro Antonio Sánchez-Matos

Centro Universitario Municipal Yateras, Universidad de Guantánamo, Cuba.

Correo(s) electrónico(s)

zoilapc@cug.co.cu

pedroantonio@cug.co.cu

ORCID: <https://orcid.org/0000-0002-2052-3883>

<https://orcid.org/0000-0003-0035-6042>

Recibido: 13 de junio de 2021

Aceptado: 5 de diciembre de 2021

Resumen

En el artículo se abordan las insuficiencias del desarrollo de la comprensión textual en educandos de nivel primario. Consecuentemente, se pretende analizar investigaciones relacionadas con dicho tema y su influencia en el desarrollo de la reflexión. Para ello, se utilizaron métodos teóricos: análisis-síntesis, inducción-deducción, hermenéutico y modelación. Estos posibilitaron estudiar las bibliografías revisadas y precisar aspectos críticos relacionados con abordajes de diferentes investigadores. También, permitieron expresar puntos de vista teóricos y favorecieron la apreciación sobre la preocupación de diferentes expertos por el estudio del tema, así como aportes y carencias que sustentan la continuidad de la investigación.

Palabras clave: Aprendizaje; Comprensión Textual; Desarrollo Cognitivo; Reflexión

Abstract

In the article, the insufficiencies of the development of textual comprehension in primary level students are addressed. Consequently, it is intended to analyze research related to this topic and its influence on the development of reflection. For this, theoretical methods were used: analysis-synthesis, induction-deduction, hermeneutic and modulation. These made it possible to study the bibliographies reviewed and specify critical aspects related to the approaches of different researchers. Also, they allowed to express theoretical points of view and favored the appreciation of the concern of different experts for the study of the subject, as well as contributions and deficiencies that support the continuity of this investigation.

Keywords: Learning; Methodology; Textual Understanding; Cognitive Develop; Reflection

Introduction

When analyzing the teaching-learning process of reading and writing, it is possible to appreciate in practice the result that the acquisition of reading has as a basis for the rest of the process. Likewise, the learner's own activity demonstrates the levels that he/she reaches in this process. On the other hand, assimilating this last link is extremely essential for the adequate comprehension of the mother tongue.

Apropos learning to read, there have been several researches that have referred to the subject, such is the case of Mañalich (1990), Trimiño and Zayas (2016), Henao (2017), Domínguez and Medina (2019), Sologuren and Castillo (2020), among others.

However, the criteria are unified in terms of the insufficiencies that persist as a problem in the development of a reading comprehension that stimulates reflective thinking according to the potentialities of the learners.

In one way or another, the referred authors recognize that not all the existing potentialities are exploited within the interactive process that takes place between the teacher and the learner to achieve the maximum performance of the latter. The analyses show the deficiencies that the development of reading has within the teaching-learning process.

Therefore, the work addresses the problem of the inadequacies in the development of textual comprehension in primary level students for the development of reflective thinking. Consequently, it is intended to analyze research related to this topic and its influence on the development of reflective thinking.

Development

Epistemological references that support the development of the learning process of reading in primary education.

Vygotsky (1987) shows that the child is not born with a high intelligence, but with the possibilities of acquiring it in social relations; his affirmations specify, in addition, the result that teaching has to stimulate this development. In this sense, the school, the teachers with the teaching-learning process, are called to assume an important role.

On the other hand, the term text has been defined by different authors, among them stand out, Cifuentes (1989), Dictionary of synonyms and antonyms-paronyms (2008), Larrinaga, Yuberoy Elche (2017).

For their part, Halliday and Hassan, cited by Fresneda and Madrid (2017, p. 149), recognize as text, "a basic unit -the major one- within linguistic study".

The researchers reviewed agree that the text is a fundamental unit of human verbal communication; however, it is considered pertinent to share the criterion of Roméu (1992), who considers it as the expression that contains meaning or sense for the reader. According to this author, it fulfills a function that is produced in communicative situations with a marked intention. Furthermore, it is intended to allow the speaker to select the most appropriate means -within oral or written discourse- to express ideas.

From this definition, it is inferred that the text as a linguistic unit is superior to the sentence. It has a broader meaning and is given in a situational context, be it economic, political, social, cultural, among others. On the other hand, it has a specific communicative intention and purpose. In this sense, it takes into account the result that the speaker intends to achieve with the performance of a communicative action of the language and the mental anticipation of that result. To this end, the speaker selects expressive means with lesser or greater richness according to his own need and the extent of his possibilities, which he will take into account in the communication.

On the basis of what has been discussed above, related to the significance that the text acquires in the teaching-learning process of the Spanish language, the communicative act must be addressed in its entirety. Likewise, it is important to highlight the result that reading has had for linguistic studies and, attached to it, reading comprehension.

When talking about reading comprehension, it is essential to consider concepts such as: text, reading and comprehension, which have been worked on by Mañalich (1990), Trimiño and Zayas (2016), Henao (2017), Sologuren and Castillo (2020).

Also, the term reading has been defined by Roméu (1992, 2012). In this sense, we agree with his approaches that refer to reading as a process whose main purpose is the search for meaning and/or the comprehension of what is read.

It is considered that the term process is used because reading occurs first of all in a stepwise manner by levels of cognitive assimilation. On the other hand, it involves other processes such as analysis and synthesis, i.e., the reader decomposes the whole into its elements and then recomposes or reconstructs it so that it constitutes a total whole.

Therefore, from the psychological point of view, in the process of analysis the graphic signs act on the visual receptors provoking nervous impulses that are directed towards the cerebral cortex.

At the same time the eyes make a jumping movement over the written lines and reading takes place at the moment when they stop. At that instant, the identification of the optical signals with the linguistic stereotypes observed in the reader's memory takes place.

At the same time, Larrañaga et al (2017), recognize that learners assimilate quite precociously that the text has a certain meaning. However, they need the assimilation and control of different contents until they achieve the independent performance of reading. On the other hand, Solé (1992), asserts that the latter assumes an interactive text-reader process from which the former obtains its meaning, which the latter understands. In this sense, the former consider that it corresponds to an active reader with a purpose that makes his previous knowledge work.

In this regard, each learner constructs the meanings of reading independently. Therefore, depending on the level of understanding and application that educators have, it may be possible to achieve a process that favors the differentiated and consistent formation of good readers. This is essential to achieve high results in many of the subjects taught at school from the primary level.

In this regard, it is understood that intensive reading allows for the conscious assimilation of most of the content, which is why, in Spanish language classes, the activity of reading texts should be a constant. In this sense, the student does a critical and creative reading that allows him/her to discover the type of text used, the linguistic means employed, thus the functioning of the different linguistic categories, according to their meaning; also, the aesthetic taste and the formation of results in accordance with the principles demanded by a society such as the Cuban one must be carefully attended to.

Therefore, the importance of text comprehension in Spanish language classes is undeniable. Even more so, if one takes into account that the different problems that a student may have in understanding have serious repercussions on the quality of learning. This influences all of the subjects being studied and directly or indirectly influences active verbal communication and performance in general. Therefore, without such understanding, the development of communicative competence is not guaranteed in the teaching-learning process.

On the other hand, reading comprehension as an element of text comprehension and its influence on communicative competence has been the interest of Jerez (2019), whose proposal shows elements that corroborate the aspects addressed in this work.

In this regard, we agree with Eco (2020), whose criteria refer to the need to ensure that all reading responds to certain individual needs and intentions. For example, one reads to be informed, to be

documented, to be entertained, to be updated, etc. In addition, when reading, one also tries a process of hypothesizing and interpreting ideas. With this, one decides to enter into the different parts of the text and to examine search paths that lead to inferences, confirmation and evaluation of diverse contents of multiple meanings. All of which stimulates the development of reflective capacities in the learner.

Echo (2020) himself is of the opinion that when reading and understanding a text, possible examinations are predicted as a result of previous knowledge and existing cognitive operations in the individual. It is about those that the reader brings, resulting from his daily practice, and those that are specific to the text read. Both enter into a very complex process of interaction in which the reader builds a network of meanings that are part of comprehension. In this respect, the cognitive potential of the subject is configured with the necessary elements for a reflective thinking in accordance with the society in which he/she develops.

Hence, there is the reciprocity of text-reader interaction referred to by Eco (2020), but also, within the framework, everyday life, that is, the reader's own lived practice, becomes of recognized importance. Which can be fantastic or real and which ultimately enrich the cultural heritage of the reader.

Furthermore, in the process of comprehension of a written text, the referred researches generally corroborate that students from the age of 10 or 12 decrease considerably the volume of recreational readings. Therefore, it is necessary to intensify the search for a solution to the problem in order to reach high comprehension rates, first from the previous school ages, and then in the subsequent stages. Namely, that without the scientific search of alternatives that give solution to the problems that each period of development presents, it would be very difficult the integral configuration of the personality in formation. This is derived from the evidences that we have from the operatives of the quality of education; since these have verified the insufficient level of performance of the students in the reading competences.

In this regard, most of the scholars and researchers consulted on the subject are of the opinion that students should feel a real taste, pleasure and love for reading from the earliest ages. This must be achieved if habits are to be developed during this change. In this sense, the integral and interdisciplinary approach to the teaching of reading comprehension, conceives to increase the consensus on the concept that reading is much more than knowing how to recognize each of the words of the text read, it is like entering a world, many times, different from that of the reader. In

this case, reading becomes a transit through events never experienced before, which must be interpreted as closely as possible to what is reported by the author of the text read.

From what has been analyzed so far, it can be inferred that reading is basically knowing how to understand and, above all, knowing how to interpret, that is, knowing how to establish the subject's own opinions, formulated as evaluations and judgments. Hence, it is proposed, in this research, as a definition, that reading is to participate in an active process of reception and knowledge, it is to advance along with the text, to highlight clues or clues; to be able to establish relationships, to integrate knowledge, experiences, feelings, comprehension experience; to elaborate an interpretation on the content of what is read and finally, to convert into experience -extrapolate to everyday life- the teachings of the text in question. Therefore, a teaching-learning process that achieves such purpose, favors the integral development of reflective subjects with high human results.

Consequently, the didactic reorientation in the field of teaching comprehension derived from the central assumption of reading as a complex process, in which the reader and the text interact. Therefore, the current approach focuses its interest not only on the characteristics of the text, but also on its meaning. To this end, it promotes personal involvement throughout the course and proposes activities to be developed to stimulate comprehension as a method of study.

Also, reading can be considered as a means and as an end. As a means, when it is resulted as a tool through which knowledge, habits and ways of acting are obtained; then, it is seen as an instrument in the formation process of the human being. And it is valued as an end, when it is practiced more as a function of pleasure and recreation.

On the other hand, Montano and Abello (2010) point out as principles that support the teaching and learning process of reading and text comprehension in all subjects:

- Continuous character: the teaching and learning of reading is a continuous and permanent process, it begins at an early age, it is evolutionary and its progression depends on its systematic and systemic practice in functional reading situations.
- Theoretical character: the school must help the student to understand what the reading process is, what it consists of and what its characteristics are. Knowing how to read and understand is an indispensable condition for improving the quality of the process.
- Practical character: it is only possible to advance the process of reading and comprehension in functional situations of the former. The learner must be able to

distinguish between acts of reading whose purpose is to understand and make use of a text and those training exercises whose purpose is to help master the technique or develop meta-reading activities, i.e., activities that reflect on the learner's own reading processes.

- Extensive and intensive reading: it should cover all types of texts, described, all strategies and should be trained in all areas; it should be applied in the deep reading of fragments and complete works. (Montano & Abello, 2010, p. 77)

Levels through which the reader goes through in the process of textual comprehension

In this regard, Domínguez (2010), states that there are three basic levels of reading comprehension: First level: intelligent comprehension, the reader must make an intelligent reading of the text, discover the three meanings of the text (literal, complementary or cultural and implicit), and answer the question What does the text say?

Second level: critical comprehension, in which the reader assumes an attitude towards the text, corresponds to a critical reading and answers the question: What do you think of the text? What evaluation can I make of its message?

Third level: creative comprehension, where relationships are established between the content of the text with reality, with experience, with another text. The text leads to other possible texts. It corresponds to creative reading and responds to the question "What is the text for? (Domínguez, 2010, p. 42).

These levels are elements that define reading as a process. In it, different errors occur, but these supposed errors are stepping stones that lead the reader to new knowledge. Therefore, the teaching of comprehension in the classroom can and should be based on these assumptions. Therefore, activities should be created that follow the phases of the reading process -prior to reading- to guarantee a better mastery of the subject in order to populate the mind with ideas. As long as they are activities that guide the process during reading and at the same time serve to evaluate comprehension, which, once achieved, facilitates the development of the subject in different communicational environments.

These activities could help students not to see reading as a burden, an imposed obligation, torture, which is prolonged during their time at school. Generally, among the researchers cited, there is a consensus that reading is much more than knowing how to recognize each of the words that make up the text. It basically implies understanding and, above all, interpreting, that is, establishing one's

own opinions, formulated as one's own assessments and judgments. Consequently, to reach a reflective thinking about what has been read and in attention to the issues of everyday life.

On the other hand, in text analysis, according to Roméu (1992), linguistic facts cannot be ignored, because they occur in contexts in which people interact. In this case, Roméu recognizes that, in order to do so, they need to choose the language resources that best suit their purposes.

From the above, it follows that language teaching, in order to be more effective, should promote the analysis of such facts, their description in situations in which the subjects participate with different purposes and thus discover the result and the functionality of the expressive resources used. This implies confronting the learner with different texts. If the learner applies the three levels of comprehension, in general, he/she will truly achieve the main objective of reading.

These levels do not function in isolation and independently of each other. Therefore, when reading, all three simultaneously constitute a single process, which summarizes the comprehension and internalization of the meaning of the reading. In this regard, different knowledge and competencies come into play. Hence, participation is imposed as an active process of reception in which knowing how to read is to advance along with the text, to detect patterns, indications or clues; at the same time, the learner must be able to establish relationships, integrate knowledge, experiences, feelings, comprehension experiences and, finally, to elaborate an interpretation.

On the other hand, among the teaching strategies that are very useful to bring the learner closer to global reading, the referred researchers generally agree in teaching the following: those related to typography: typefaces, their arrangement within the text, headings and subheadings; those that group or concentrate Para textual elements, associating them with each other: titles, subtitles, images, tables, figures; those that deal with differentiating the different parts of a text: typographic elements -which can be titles, subtitles, use of italics within the text, figures, bullets, among others. In this sense, it is agreed that the methodological treatment of reading requires four qualities, which, although explained separately from the didactic point of view, constitute a unique style. They are: correctness: it consists of the correct pronunciation of all sounds in such a way that they decode the message. This is used with force in the first grade of school life; fluency: it is understood as the way to synthesize ideas without making cuts that do not have logic in communication; expressiveness: it is the seated reading that is transmitted with the one that has been understood. This is influenced by the tone, the facial expression, the height, the way in which the situations given in the text are received to reach the listener.

At the same time, reading comprehension has occupied an important place in the daily life of the subjects, which is why it must be treated from different disciplines, although its prioritized attention is emphasized through those that privilege the study of the mother tongue. For this reason, this research is ascribed to this reflection, because reading is appreciated as a process in which analysis and synthesis take place; but it goes beyond this, because it considers the volitional aspect of the result that the sender intends to achieve in the receiver.

In addition, it is considered how it allows the reader to assume a position and modify his social behavior if he integrates the experiences, purposes and results that are perceived and acquired through reading. That is to say, the extrapolation of positive aspects, intrinsic to human behavior, to its daily life, thus contributing to the assumption of a self-reflective behavior.

In this regard, it is significant that the researchers reviewed also agree in recognizing that in the full interpretation of such activity, it is necessary to take into account the components of the communication process: sender: author; message: text, receiver: reader and, if oral, the listeners; codes: possible worlds represented, reflected reality. This implies the need to take into account the text among itself and the inter-textual series in which it participates; the extra-textual environment of the sender, receiver, text and their respective personal and socio-cultural circumstances. Likewise, the reader will test his or her ethical, aesthetic and ideological standards and will assimilate or reject the author's position.

On the other hand, the authors studied agree that in reading, psychophysiological mechanisms are related to the intellectual aspect of understanding what is read. In this sense, Garcia (1985) has offered his criterion about what it means to understand and understands that in order to fulfill this cognitive operation, intelligence and previous knowledge must be applied to any piece of writing that one decides to understand. Therefore, the progressive increase of the learner's reflective capacity and how this is internalized in his behavior must be constantly observed and evaluated.

In particular, we assume the definition provided by Roméu (1992), where he defines that "to understand comes from (from the Latin *comprenderé*), it means to understand, penetrate, conceive, discern, decipher. As an intellectual process, it means to grasp the meanings that others have transmitted through sounds, images, colors, movements" (p. 2), which means that total comprehension is the most important operation of reading, which implies, on the one hand, the exact grasp of the writer's thought, and on the other hand, the attitude that must be assumed before the reader, with a determined purpose. That is to say, to seek the meaning of what is read.

For its part, the Dictionary of Synonyms and Antonyms-Paronyms associates the word understanding with others such as talent, insight, penetration, comprehension, judgment, intelligence, vision, scope. Likewise, the Universidad Central de Venezuela (n.d.) expresses that to understand is:

To find the meaning of a thing, expression of a reasoning, the nature of a thing, the relations of cause and effect or end to means. In the moral sense, to interpret the behavior or the state of mind of another with an attitude of mind and sympathy (p. 501).

Hence, in order to understand a text in the teaching-learning process of the subject Spanish Language, it is necessary to keep in mind whether the learner knows all the words and special symbols -codes- contained in the reading. This is because comprehension is not achieved with the sum, but with the integration of the most important units of meaning. In this, the reader is considered a participant in his own learning. However, it is agreed that when comprehending a text, (...) "we have to activate knowledge about all known rules, since all of them can be useful: prosodic, orthological, lexical, calligraphic, orthographic, punctuation, grammatical and textual" (Roméu, (2012, p. 47).

Another issue to be valued is the role played by the mastery of the mother tongue or the language of the work being read in the reading comprehension process, since articulated language is the most effective way to convey a message. Currently, textual comprehension is based on the theoretical and methodological principles, the categories and the fundamental objective of the communicative approach. This implies that the teacher who teaches the subject Spanish Language has the task of teaching students to read intelligently, based on the communicative approach; that is, a reading that is not limited to the execution of the mechanical activities of the reading process, but that involves them in the full exercise of their intellectual capacities. Actions that should ensure that they are able to result and assume a critical attitude towards the text read, so that they can understand it efficiently.

On the other hand, the comprehension of meanings is also called the process of textual decoding. In this particular, the works reviewed coincide in recognizing that each learner reconstructs the meaning of a text according to his or her possibilities. This is a matter that also occurs under the knowledge of the topic, experience, degree of motivation or interest in one or another of the aspects addressed by the particular reading, thus, Luna, Bagué and Pérez (2020) recognize that this is feasible if the play activity is used.

Regarding the linguistic analysis of the text, it must understand, from the grammatical, phonic and compositional aspects used, the intention, purpose and situation in which the communication takes

place. In addition, we agree with what is generally stated that reading comprehension has occupied an important place in the daily life of the students. Therefore, it is also understood the need to be treated from different disciplines. In this regard, it is thought that its prioritized attention should be emphasized through those that privilege the study of the mother tongue, although not exclusively.

From a psychological point of view, any textual comprehension process involves carrying out a series of cognitive operations of varying complexity. Extrapolating this to language teaching, it translates into: anticipation of the subject of the text and of the textual function -informing, appealing to the addressee, forcing him/her to do something, confirming, etc.-, search in memory and selection of the information that the reader has and that is related to what he/she assumes the text will provide, putting both types of information -that of the reader and that of the text- in relation to each other.

Likewise, in the process of comprehension of the written text, induction and deduction acquire importance, since they act as a support for the process of inferences and hypotheses, and are closely related to the knowledge possessed by the reader. Thus, the comprehension of a text will be, then, highly conditioned by what the reader previously knows and how he/she updates or activates this previous knowledge during the reading process.

In this regard, Roméu (1992) proposes a basic sequence to work on comprehension. This includes the analysis of the semantics, linguistics and pragmatics of the text. In the case of the primary level, it can be seen how different aspects of textual comprehension are addressed. Nevertheless, this research defends the development of this process at this level, specifically in the third and fourth grades. In this sense, considering as an important methodological antecedent, the discovery of the intentionality of grammatical structures. A phenomenon that, according to what has been appreciated in the research can be stagnated by exaggerated structuralist analyses or traditional studies that still do not transcend to the communicative level.

Likewise, it has been possible to verify that textual comprehension has had different interpretations based on the approaches of linguistic science in elementary school. In this sense, it was found that titles, as a Para textual element, have the possibility of operating with the elements indicated for comprehension. They are thought to favor the development of communicative competence.

Regarding comprehension, the reflections made are based on the specific moment of the teaching-learning process of reading. This is due to the fact that the contributions offered are generally

related to this process. In this regard, according to Roméu (1992, p. 5), every text has three meanings:

First: literal or explicit: it is what it expresses directly in the text.

Second: intentional or implicit: it is not said literally, but is discovered between the lines, it underlies the text.

Third: complementary or cultural: it has to do with the universe of knowledge and is expressed in the lexical richness, depth of content, general culture and experience of the author, reflected in what the text means -richness, depth in the treatment of the subject, vocabulary, etc.-.

According to the aforementioned author, the assimilation of these meanings is primordial in order to achieve a deep reading, previously mentioned as intelligent. This allows the reader-educate to reach the required comprehension levels, summarized as follows:

(a) Translation level: the receiver grasps the meaning and translates it into his code; that is to say; he expresses with his words what the text means, both explicitly and implicitly, according to his universe of knowledge.

b) Interpretation level: the receiver makes judgments and results about what the text says, assumes a position before it, gives his opinion, acts as a critical reader.

c) Level of extrapolation: the receiver takes advantage of the content of the text, uses it, applies it in other contexts; reacts to what he/she has read and modifies his/her behavior, tries to solve problems, assumes an independent and creative attitude that allows the text to flow into other texts, other codes, other signs.

In addition, Cifuentes (1989) considers that the purpose of the semantics of comprehension is to discover the nature of the relationship between linguistic texts and the comprehension by the learners of the texts in their contexts. Therefore, reading comprehension should be given an interdisciplinary treatment.

On the other hand, semiotics-from the linguistic point of view-analyzes all cultural processes as a communication process. It deals with culture as a code of codes. According to the domain of semiotics recognized by Eco (2020), this discipline includes, among others, the following: olfactory, tactile, kinetic (gestures), paralinguistic, linguistic, visual (painting, photography, others), and musical codes. Thus, if semiotics analyzes culture as a code of codes, in current times the concepts of interdisciplinary and humanities are linked to that of culture.

Meanwhile, Mañalich (1990) considers that interdisciplinary addresses the points of contact and cooperation between disciplines, the influences they exert on each other from different angles; semiotics is undoubtedly an important aspect in the study of interdisciplinary. The researcher herself recognizes that such interdisciplinary is a process that facilitates the solution of contradictions, contributes to communicate, value varied contributions, integrate data, define problems, differentiate the essential from the secondary, investigate forms of integration, and interact with the facts of reality. Therefore, reading comprehension, from its analysis to its realization in the learner, must have an interdisciplinary treatment.

On the other hand, Mañalich (1990), considers that interdisciplinary can be approached from a semiotic theoretical perspective of signs and codes; it is also feasible to do so taking into account the pedagogical communication process that is configured in the classroom. In this sense, according to Eco (2020), culture should also be studied as a communicational phenomenon based on systems of meanings.

Consequently, if the child is educated for life, this indicates that comprehension is a necessary and possible functional skill of formation. Therefore, it is essential to do so in all subjects of the curriculum of the primary level learner.

In summary, from what has been analyzed so far, we can infer the idea of intertextuality referred to by the aforementioned authors. This is offered, then, as a permanent premiere and repetition of what has already been said, felt and experienced by the learner or by others. It introduces the learner, in particular, into a world or space of echoes already known, heard, where each text limits itself and is projected before the rest of the subjects.

In fact, reading as an understood element is part of one's own life, as it is internalized by the students of the Primary Level. This is explained because it reflects lives, experiences, facts, objects, subjects, phenomena, among others, which in one way or another may be part of those who are in the classroom, in the teaching-learning process.

However, such reading has to be vivid, meaningful, stimulating and motivating in every way that the teacher wants to carry it, because otherwise it becomes tedious. In today's age of communication and information, mediated by technology, the strategies that are created must be effective, in accordance with the new aspirations of the educated with whom they are exchanged in this process.

On the other hand, when analyzing the programs of the current study plan -Plan E- for primary teacher training, it is possible that the Municipal University Center (CUM) contextualizes them to the characteristics and conditions of teachers and their students. Accordingly, to make curricular adjustments taking into account the characteristics of the environment, the experiences of the students in these areas and the need to prepare them for a fuller life in these places. It also promotes the purpose of training a teacher who designs classes that address the achievement of communicative competence. This presupposes the mastery of methods capable of adequately reaching the learner and impregnating him/her with sufficient elements for the correct understanding of what they read, according to the different levels.

This implies the possibility of perfecting the didactics aimed at achieving reading comprehension in the students of the different modalities presented in the territories. However, the research capacity of the teachers and the direction of this by the referred CUM, are essential to achieve the proposed objectives.

Conclusions

The works that evidence a persistent occupation by the teaching of reading and what this has of intrinsic. There is coincidence as for the search of ways that stimulate the interest of the students for the realization of readings and make possible an understanding in all the aspects of this one, so that the qualities that should be formed as part of the personality are internalized in the students. Nevertheless, the research and the contributions made, related to reading and reading comprehension, recognize the existence of deficiencies in terms of the development of reflective thinking that should be worked on by future research from multiple points of view.

Bibliographic references

- Cifuentes, J. L. (1989). *Lengua y espacio. Introducción al problema de la deixis en español*. Alicante. España: Espagrafic.
- Diccionario de sinónimos y antónimos-parónimos uso de la lengua española* (2008). Lexus Editores S. A. Disponible en: www.lexuseditores.com
- Domínguez, I. (2010). *Comunicación y texto*. La Habana: Pueblo y Educación.
- Domínguez, D. A. y Medina, N. S. (2019). *Estimulación del lenguaje oral mediante actividades didácticas para fomentar el desarrollo de habilidades comunicativas*. Disponible en: <http://201.159.222.12:8080/handle/56000/1156>
- Eco, U. (2020). *Los motivos o propósitos de lectura*. Disponible en: <http://espanol.cubaeduca.cu/motivos-de-la-lectura>
- Fresneda, A. y Madrid, S. (2017). Correferencia, cohesión y actualización en la narración de niños hipoacúsicos hispanohablantes con implante coclear. *Revista Pragmalingüística*, (25), 146-162.
- García, D. (1985). *Didáctica del idioma español*. La Habana: Pueblo y Educación.
- Henao, R. D. (2017). *La razonabilidad en una didáctica de la lógica abductiva: una estrategia para la formación de maestros*. (Tesis de Doctorado). Facultad de Educación, Universidad de Antioquía, Medellín. Colombia.
- Jerez, Y. (2019). *Implementación de modelo curricular en la asignatura de Lenguaje y Comunicación*. (Trabajo de pregrado). Universidad del desarrollo. Población Aurora de Chile.
- Larrañaga, E., Yubero, S. y Elche, M. (2017). El desarrollo de estrategias para la comprensión de textos narrativos. *Revista Literatura en Debate*, 11(21), 162-179.
- Luna, M. Á., Bagué, Y. M. & Pérez, V. B. (2020). El juego como recurso didáctico en el aprendizaje de la lengua española. *Revista Conrado*, 16(75), 209-217.
- Mañalich, R. (1990). *Taller de la Palabra. Selección introducción y notas*. La Habana: Pueblo y Educación.
- Montano, J. R. ya bello, A. M. (2010). *Renovando la enseñanza aprendizaje de la lengua española y la literatura*. La Habana: Pueblo y Educación.
- Roméu, A. (1992). *Aplicación del enfoque comunicativo en la escuela media. Comprensión, análisis y construcción de textos*. (Material impreso). Instituto Pedagógico Latinoamericano y del Caribe. La Habana.

- Roméu, A., [compiladora] (2012). *Didáctica de la lengua española y la literatura, Tomo 2*. La Habana: Pueblo y Educación.
- Sologuren, E. y Castillo, M. N. (2020). Lectura en y a través de las disciplinas: la comprensión de géneros académicos escritos. Una exploración al ámbito desde algunas teorías y modelos de comprensión del discurso escrito. *Investigaciones Sobre Lectura*, (14), 58-74. DOI: 10.37132/isl.v0i14.320
- Triminiño, B. y Zayas, Y. (2016). Estrategia didáctica para el fomento de la lectura en las clases. *Revista Edusol*, 16(25), 54-62.
- Universidad Central de Venezuela, (s.f). *Diccionario Latinoamericano de Educación*. Venezuela: Fondo Editorial Gran Mariscal de Ayacucho.