

La biblioteca escolar y la fluidez de los educandos en condiciones de ruralidad

The school library and ruralidad's fluidity of the pupils in conditions

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Resumen

Se presenta una metodológica para perfeccionar las habilidades lectoras, específicamente la fluidez desde la biblioteca escolar en condiciones de ruralidad, con lo cual se favorece el proceso de enseñanza aprendizaje y la formación de una cultura general integral en los educandos. Vinculando los referentes teóricos con los aspectos históricos y metodológicos que se formulan en relación con el currículo de la biblioteca escolar en el perfeccionamiento de esta habilidad. Para ello se utilizaron métodos de los niveles teórico, empíricos y matemático – estadístico. Obteniendo como principal pedestal el enfoque Cognitivo Comunicativo y Sociocultural, sustentado en la escuela Histórico-Cultural de Vigotski. Finalmente se realiza una valoración de la factibilidad de la metodología, corroborándose su utilidad en el proceso lector de los educandos, constatado partir del criterio de usuarios, o sea, de los encargados de llevar a la práctica lo que se propone.

Palabras clave: Habilidades lectoras; Fluidez; Condiciones de ruralidad; Biblioteca escolar.

Abstract

A methodological approach is presented to improve reading skills, specifically fluency from the school library in rural conditions, which favors the teaching-learning process and the formation of an integral general culture in students, linking the theoretical references with the historical and methodological aspects that are formulated in relation to the school library curriculum in the improvement of this skill. For this purpose, theoretical, empirical and mathematical-statistical methods were used. In this way, obtaining as main pedestal the Cognitive-Communicative and Sociocultural approach, supported by Vigotski's Historical-Cultural school. Finally, an evaluation of the feasibility of the methodology is made, corroborating its usefulness in the reading process of the students, ascertained from the users' criterion, that is, from those in charge of putting into practice what is proposed.

Keywords: Reading skills; Fluency; Rural conditions; School library

Introduction

The current educational transformations present a complex panorama to guarantee the quality of the teaching-learning process, in search of more effectiveness and efficiency in the acquisition of new knowledge, skills and ethical standards. This implies a project of modifications in the organizational, methodological and curricular order of the work system in the school institution, where reading is promoted as the main step through which the human being facilitates learning and access to a significant part of culture.

It is agreed that reading constitutes today a fundamental element in the integral development of the child, including its "idiomatic" culture and therefore, the achievement of reading skills that allow him/her to correctly appropriate the meanings, contributing to a better communication in speaking and writing.

Now, the above mentioned reaffirms that reading is a transversal skill in the school curriculum and constitutes a tool to acquire, produce and assimilate new knowledge; therefore, from the first grades of primary education, intensive work is done to achieve this purpose.

In this sense, it was found during the visits that in the sixth grade there are still difficulties with the methodological steps to develop the reading skills of students in rural conditions, which implies little treatment of individual differences for the correction of fluency, as well as a lack of extracurricular activities that enable reading in rural conditions, so that a dynamic and creative attitude of information specialists is required to achieve students better prepared for life and able to respond by themselves to the requirements that development imposes at all times.

Taking into account the above, it was possible to verify with the different instruments applied that one of the fundamental problems that stands out is the strengthening of fluency in the school library in rural conditions.

As the act of reading implies an analytical-synthetic process, it is essential that educators work intensively to correct their difficulties, achieving efficient progress in the matter. For this, the school librarian plays a fundamental role, since he/she must stimulate and motivate the desire to read, his/her essential function is to create and strengthen reading habits and skills, for the enrichment of learning and the acquisition of culture.

Faced with this situation, different authors have conducted a significant number of investigations, among them, Acosta (2008), who offers a methodology for the improvement of reading skills through reading promotion activities that respond to the school library. Panis (2010), designs a methodological alternative for the improvement of reading skills from the school library curriculum, offering a methodological conception in the teaching-learning process that favors the formation of the general integral culture of the students. For his part, Calet (2016) demonstrates the supra-segmental or prosodic phonological skills (knowledge of prosodic features of language such as accent, pauses and intonation) and reading development in primary school children. Benítez (2021) helps to identify the reading skills that facilitate the student's comprehension of texts.

Taking into account the role played by the school library in the strengthening of reading skills, with emphasis on fluency, at the primary educational level, the actions implemented to transform the development of correct reading are still insufficient, influencing as a negative aspect the low cultural level of the inhabitants in the rural areas of the municipality of El Salvador, for which reason it is necessary to go deeper into the subject and propose other suggestions that contribute to its continuous improvement.

In relation to the above mentioned and taking into account the importance of the problem in the territory, particularly in the sixth grade students of the primary education level, a methodology for the development of fluency in the school library in rural conditions is proposed in this research.

Development

Performance of the school librarian as a reading promoter

- Libraries in Cuba emerged in the 19th century, due to the consequent strengthening of the Creole landowning class and the development of a considerable cultural progress. In the third decade of the 20th century, school libraries began to be promoted due to the profound innovation experienced by education as a result of the extraordinary progress of science and technology.

- After the Triumph of the Revolution, libraries emerged as a system and on July 6, 1960, the Ministry of Education created Organic Law No. 856, article 47, on the service they would provide and the Department of School Libraries was founded, with the objective of establishing a network of libraries that would begin with primary education and then, starting in 1968, would be extended to all levels. It required a staff prepared for this task.
- The role of the librarian has psychological and sociological components, so he/she must maintain a personal and interpersonal ethic that contributes to the socialization of behavior and solve conflicts inside and outside the school institution that is why he/she is considered as a component of culture. This is considered as an important social entity from which commitment, professionalism and creativity are required. The activities they carry out must be designed based on the objectives of the school library curriculum, and contribute to the creation and transmission of values, whose purpose is to mold an adequate social behavior through books.
- This specialist is the main promoter of reading in his radius of action, since he must provoke the encounter with books, invite to read, infect readers, transmit the taste for reading, have certain information and reading training, because he will act as a bridge between books and readers: he will be a mediator who experiences the desire to read in order to transmit it and awaken it in those who have not yet developed reading skills and habits.
- There are many challenges that these specialists face today in rural conditions, since the same environment does not allow the students to exploit all the possibilities and resources that are offered, it is pertinent that the realization of their activities be novel, that they invite to study constantly to investigate on the different subjects, as well as to divulge the existing funds in the library, managing to satisfy the needs of the users.
- In this sense, in the rural areas of the territory, the quality of reading in sixth grade students is affected, due to the low cultural level of the population in general, as well as the scarce existence of cultural institutions that promote reading habits and skills and the insufficient existence of specialists dedicated to this purpose. Therefore, new techniques and procedures should be used, promoting skills that provide the student and other users with tools for the learning process, offering a high quality work, where it is essential:
 - To know the library and the materials in it.
 - To be a good reader, especially of literature for children and young people (in correspondence with the school grade).
 - To keep updated about national and international literature and authors.

- To know the experiences of promotion and encouragement for reading inside and outside the country.
- To know and use documentary media, mainly books, and to have permanent contact with them.
- Strengthen the search processes and the development of skills in the use and handling of information in the library.
- To carry out activities that favor communication among students.
- Allow students and educators to touch, look at and browse through books whenever they wish, as well as enable access to digitized materials in the institution.
- Maintain a close relationship with teachers, encourage them to visit the library and learn about the different sources of information that are stored there, encouraging the development of joint activities.
- To help cultivate the intellectual capacity of the students, providing them with books, magazines, newspapers, clippings, notices, electronic documents according to their tastes and interests.
- Develop contests, events and other initiatives to stimulate the creative capacity and share experiences about children's and young people's literature, involving the family.
- Create circles of interest according to their preferences and carry out activities that enrich their knowledge.
- To know the information and training needs of each user in order to provide a quality service.
- To study the community in the environment where the students develop in order to provide an enriching educational base.
- To be familiar with the National Reading Program and carry out actions derived from it.
- Efficiently and effectively implement the School Library Curriculum, which allows the fulfillment of the objectives stated for each educational level and grade.
- To know the reading comprehension levels of each student and carry out actions aimed at solving the problems.
- Design actions that allow students to reach higher levels of reading habits and skills.

In relation to the above, we can affirm that school librarians are faithful watchmen and promoters of culture, so they must provide the rural community with the best initiatives that lead to the conservation of the environment, the health of the population, the culture of educators and learners due to the poor access to information and new technologies. That is why we must offer services such as reading room,

loan, exhibitions, external loans, counseling, and location of information sources, managers, Internet, e-mail, information design, access to databases, and others.

Due to the geographic conditions of the territory, the low access to information and new technologies in these rural areas, the quality of reading in students is affected, since the low cultural level of the general population influences, as well as the little existence of cultural institutions that promote reading habits and skills and the little existence of specialists dedicated to this purpose, It is therefore necessary to offer services such as reading in the reading room, loans, exhibitions, external loans, counseling, location of information sources, to managers, Internet, e-mails, information design, access to databases, and others. For this reason, the challenge of contextualizing the development of reading skills in students from rural areas in the territory is a challenge.

Methodology for the development of reading skills under rural conditions

The term methodology refers to a feminine noun, based on the orderly and systematic way of proceeding to reach the final result. It is also considered as the group of methods, techniques and procedures followed by a scientific type of research or demonstration.

In this direction, Valle (2012), considers that it is a proposal of how to proceed to develop an activity; it refers to the establishment of ways, methods and procedures to achieve an end. It takes into account the contents to achieve a given objective.

In these definitions there are many points of contact to design the methodology that is proposed because it points to an objective that guides the conscious action of the subject; designed by a system of actions for the organization, execution and control.

Regarding the structure of the methodology, it is associated with the system of actions to be carried out with a view to achieving an end and it is recommended that a general objective, the Foundations, the conceptual apparatus that supports the methodology, the stages that make it up as a process with their respective procedures, the graphic representation, the evaluation and the recommendations for its instrumentation be elaborated.

Valle (2012) proposes that it should be structured taking into account the general objective, the recommendations of methods, procedures and examples, the methodological instrumentation and the evaluation.

In this sense, the proposed methodology is based on general philosophical, psychological, sociological, pedagogical and didactic foundations. Taking as a starting point the philosophical criterion of Dialectical and Historical Materialism, from which the materialistic theory of activity and personality, the dialectical materialistic theory of knowledge and the relationship between the objective and the subjective are assumed. This is so because it provides the basis for affirming that all social

determinations act through human subjectivity. This allows the selection of texts in correspondence with the socio-historical context in which students develop in their relationship with the reality in which they live and with the agents and agencies that influence their formation.

Based on the importance of the school library in the formation of reading skills in elementary school students, this paper aims to guide a methodology for librarians on how to improve fluency in sixth grade in rural conditions, which will enable to awaken the taste for reading any text that favors the development of their culture and their integral formation.

For this, it is necessary to know the characteristics of a methodology for the development of reading skills in the school library because:

- It orients and guides an investigation.
- It is an instrument that serves as a link between the subject and the object of research.
- It is a systematic process.
- It determines the norms used in research methods.

Now then, it is very important that the librarian takes advantage of the possibilities of the classrooms and the relationships with the educators so that they deploy an integral and systematic work, related to the promotion of reading, developing in them the formation of readers from early ages and an informational culture, in order to increase and improve the quality of their preparation, taking into account that the task of first order is to promote reading, but without failing to develop activities aimed at:

- Motivate reading.
- Choosing spontaneous books.
- Encourage the reading of books by a certain author.
- Motivate the reading of children's literature.
- Promote creativity.
- To awaken the love for poetry.
- To read and expose in a correct, fluent and expressive way the main ideas.
- Motivate the reading of local authors.

Reading is a versatile process whose purpose is the comprehension and enjoyment of what is read, through this, the reader receives and interprets the message that has been encoded by the author and reflects on it, incorporating it or not according to values, feelings, tastes or prejudices. This is an important part of the integral formation of the student and is one of the most difficult skills to acquire, since it must be taken into account to perform it, the capabilities and limitations that students have to

obtain good results; starting from the work with the different operations that are performed in the process such as:

1. Perception and interpretation of graphic symbols.
2. Recognition of words and auxiliary signs.
3. Comprehension of meanings.
4. Emission of the corresponding sounds.
5. Hearing and self-monitoring of the phonic chain.

In sixth grade, the practice of oral reading is directed to the development of comprehension levels, a correct expressive reading in which its basic aspects are denominated, that is, a good pronunciation and fluency, adequate intonation and correct tone of voice. There are also other aspects that allow a correct reading and articulation, expressiveness and intonation are essential, forming a unit where the presence or absence of one affects the other.

In order to be clear about what it really means for the learner to learn to read and to find in reading the secret of knowledge, the research is based on the different types of reading that exist, such as oral reading or reading aloud, silent, fast or superficial, intensive, mechanical, expressive and artistic appreciation, information or consultation, critical, sequential, corrective, as personal growth, involuntary or unconscious, reflective, comprehensive or receptive, literal, inferential, scientific, recreational, among others.

In line with this, we agree that in the primary educational level there are different types of readings that are used more frequently, forgetting the particularities and diagnosis of the students, as well as the context in which they develop, to choose the type of reading that each of them will use, according to meet their current needs and demands, among them are the phonetic reading, model, guided, commented, independent, in pairs, cooperative, shared, by episodes.

These readings are based on basic pillars, which are the mechanisms of articulation, expressivity and intonation, an inseparable part of the realization or not of a good reading, hence the importance of working on differentiated attention for those students who do not sufficiently develop reading skills in sixth grade.

Oral expression skills can only be developed through systematic and varied activities, with the help of the teacher and the librarian, because they must master the fundamental requirements of a correct oral expression and work towards the achievement of their essential skills, among them articulation and

Ariánnida Machado, Irmina Barrientos, Isis Domínguez: La biblioteca escolar y la fluidez de los educandos en pronunciation, intonation, tone of voice (neither too high nor too low), the content of what is said, the correctness and precision in the use of words, coherence, clarity and expressiveness.

There are many basic deficiencies that were not corrected in due time and that still persist in the sixth grade, which were taken into account when elaborating this methodology, among the most frequent are the following:

- Slowness in recognizing unknown words.
- Reading, word by word, without the corresponding subordination between the sentence elements.
- Intonation does not match the content of what is being read or its intention, making the message incomprehensible.
- Articulation errors (omission, change or addition of letters).
- Substitution of one word for another.
- Inability to derive conclusions and establish relationships.

All these requirements provide the librarian with a methodology that will determine the good results obtained by his students to the extent that he adapts and instructs them in a system of reading and oral expression skills. Therefore, the general objective of the methodology is to improve the quality of the fluency process of the students through the algorithmic design that perfects the work with reading skills in rural school libraries.

- The methodology presented is characterized for being:
 - Flexible: it allows the librarian to reflect and suggest other ways or steps.
 - Contextualized: it is adjusted to the social context in which the students develop.
 - Personological or personalized: it tries to satisfy the specific needs of each one.
 - Curricular character: through the influences exerted by the different subjects, the potentialities of their contents are taken advantage of.
 - Pedagogical character: through the use of the different active methods of knowledge.
 - Methodological character: based on the indications of the normative documents for the work in the education system, with emphasis on the Spanish Language and school library.

The methodology shown illustrates the ways that will contribute to the improvement of the work with fluency, which is developed in the school libraries, in correspondence with the needs of the students in these rural areas, structured in the following phases:

- **Phase No I:** Diagnosis.
- **Phase II:** Methodology Orientation
- **Phase III:** Follow-up of the elaborated methodology.

Phase I: Diagnosis: The sample is characterized.

Objective: based on the diagnosis, to know the behavior of the work carried out in terms of the improvement of reading skills from the activities carried out in the school library.

Foundations: This phase allows characterizing from the initial moment, the development and evaluation of how the treatment to this skill behaves in the rural school institutions in the territory.

Actions:

- - How to select texts in correspondence with the zone of origin of each student.
- - How to identify the reading skills to be developed.
- - How to personalize reading skills for each learner.

(Workshop 1: evaluation of the diagnostic conception).

Phase II: Orientation of the methodology

Objective: Indications to select texts in correspondence with the area of origin of the learners.

Foundation: It is of vital importance, because it will synthesize in an organized way how the activities for the improvement of fluency in rural areas will be developed.

Actions:

- - Implement the selection of texts. Its procedure consists of the selection of the author, subject matter, brevity of the text, usefulness for their training, in what support is the text (digital or printed).
- - Placement of learners by skill and comprehension levels.

- - Evaluation of fluency behavior: high, medium, low.

Workshop 2: quality of guidance for text selection.

Phase III: Follow-up and evaluation of the effectiveness of the methodology.

Objective: Elaborate and implement the activities to be developed in the library based on fluency improvement.

Foundations: This phase acquires vital importance, because it synthesizes how the activities will be developed for the improvement of this reading skill in the rural sixth grade of the territory.

Actions:

- Development of skills to select texts according to the interests of the learners.
- Criteria for selecting authors: local literature, national and international awards or recognitions.
- Quality of placement by skill and comprehension levels.

Methodological algorithm

1. Select the text to be read depending on the motivations, interests and needs of the learners in accordance with the social context in which they develop.
2. Orient them to the silent reading of the selected text so that they become familiar with its content.
3. Ask comprehension questions in a general way so that they get in touch with the ideas that the text exposes.
4. Determine the lexical unknowns for which the following ways will be taken into account:
 - Work of the words by the context.
 - By lexical relations (synonymy, antonymy).
 - Dictionary search.
5. Oral and expressive reading through the following ways:
 - Reading the text divided into sentences, not complete.

- Model reading by the librarian.
- Reading the complete text according to its length, taking into account that if it is very long, it is divided into communicative segments.

6. Dialogic reading among the students.

7. After all these steps have been carried out; it is proposed to develop competencies, didactic games that require reading simple and short texts at the beginning, to which the complexity will be gradually increased.

8. Evaluate reading according to the indicators proposed by Alzola:

a) Correctness and fluency.

- Errors in the pronunciation of sounds, syllables or words.
- Additions, omissions, changes, repetitions, conversational rhythm, very fast reading, semi-rhetorical reading, very slow reading.

b) Expressiveness

- Errors in pauses, sentence intonation, expressive nuances.

c) Comprehension

- Demonstrates understanding of what is read.
- Insufficient comprehension.
- Total incomprehension.

d) Clear expression and natural tone of voice:

- Errors in pronunciation: omissions, additions, changes, repetitions, logical order of the exposition.

In this sense, it is recommended that the librarian, supported by the results of the initial diagnosis, choose a learner whose development in reading and oral expression skills is significant, who, without being in the domain of the rest of the learners, will become an anonymous observer of the oral communication of his classmates to note with the librarian the mistakes they make when expressing themselves, thus allowing that the reading is not interrupted to point out the mistakes made.

(Workshop 3: quality of follow-up)

Results of the applied proposal

- Appropriateness of the Methodology to improve reading skills, 100% (11) placed it in the range of 5 (very much in agreement).
- 100 % (11) placed it in the range of 5 (very much agree) since it provides a way of working for school librarians.
- 100 % (11) placed it in the range of 5 (strongly agree) because it requires new working methods to be implemented in the teaching-learning process.

- Practical implications of the methodology, 100% placed it in the range of 5 (very much agree).
- In the methodological usefulness, 82% placed it in the range of 5 (very much agree), since it gives a methodological algorithm to librarians to perfect this work and 18.2% in the range 4 (agree).
- 100% stated that it provides librarians with new working methods to apply them to their students.

In a general sense, it is considered that the results obtained in the different instruments applied (interview and user criteria method) are satisfactory and correspond to the suggestions made by librarians and education managers in the territory, since it constitutes a model to be followed for the continuous enrichment of the perfection of the work with reading skills in rural conditions.

Besides, it is feasible in its application since it methodologically prepares librarians by giving solution to one of the main problems in the sixth grade of the primary educational level in rural conditions.

Conclusions

The constant improvement to which Cuban education is subjected and the systematic application of the transformations, make the school library gain vital importance and, through the activities of reading promotion, reading skills are improved, influencing these pedagogical, psychological, didactic, philosophical, methodological and gnoseological conceptions that must decisively guarantee the achievement of quality, based on the preparation, motivation and prestige of the librarian. In spite of the efforts made at the primary educational level in the municipality of El Salvador to achieve the optimal improvement of reading skills in students from the school library, the methodological work carried out with librarians is still insufficient to guarantee an effective work in favor of these skills from the activities of reading promotion. By means of the elaborated Methodology, the librarian's work is strengthened to improve fluency through reading promotion activities, which contribute to the general integral formation of the new generations and to the appropriation of new vocabulary that show their culture.

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