

READING IN CHILDREN'S LEARNING: A review article

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Abstract

Reading is an essential skill in children's development, but global statistics indicate a worrying decline in reading comprehension levels. This article reviews recent research to identify effective strategies that promote reading in children, considering factors such as phonological awareness, family environment, and innovative pedagogical approaches. The findings highlight the importance of creating environments conducive to reading, the use of interactive materials, and the active participation of parents and educators. In addition, the need for accessible libraries and to promote interest in reading from an early age is highlighted in order to overcome the difficulties observed in various cultural and social contexts.

Keywords

- Reading in children
- Pedagogical strategies
- Phonological awareness
- Reading comprehension
- Family environment
- Educational development

I. INTRODUCTION

When they say the word read, they may think of books, creativity, imagination or a literary work; however, it cannot be denied that the world is so full of other distractions that reading is often left aside, bringing as consequences that the statistics of readers go down every year and this is reflected worldwide. proof of this is that in Europe the percentage of child readers fell by up to seven points compared to previous years (Zafra, 2023). Likewise, the Asian continent is no exception, as in Japan an arduous research was carried out that lasted approximately eight years where the results showed that 49% of 20,000 families surveyed in that time do not read a minute a day (Shimbum, 2023).

On the African continent, the mere fact of studying is difficult because students have to struggle with many shortcomings such as social and political conflicts, and uncontrolled violence that means that children can no longer go to school (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2024). This situation causes 89% of children not to read (World Bank, 2022).

Latin America and the Caribbean have a long way to go since it is in one of the lowest positions in reading comprehension (UNESCO, 2022). In addition, it has been observed that 9 out of ten children do not know how to read. For this reason, Ecuador has not had improvements in reading and comprehension of texts in recent years, since its score is below the regional average, consequently the Ministry of Education has requested support from parents towards the new pedagogical strategies, since collaborative work achieves significant improvements (Castillo, 2021).

Now, if worldwide the results are chaotic in terms of reading, Peru is not the exclusion, because according to the Evaluation of the 2022 Census evaluation, the level of satisfactory achievement in second grade students reached 37.6%, practically the same as in 2019 before the pandemic, and if we look at the level of satisfactory achievement of Lima children, we are surprised that only 48% could be reached at difference from Lima provinces that obtained 36.7%.

When these products are observed, the question arises: what can be done to improve these results?, it will be that new strategies have to be implemented that make students read better since a consequence of not reading well is that they do not understand or tactic has to be changed from the time children are in the initial levels, But right there we may wonder if their phonological awareness will be mature enough to learn the sound of each phoneme and achieve syllable formation.

Therefore, we can pose the problem: What would be the reading strategies in children? Resolving this question is of utmost importance because it allows us to find one more way out in view of so many low results we have had at the international, national and local levels.

Reading is defined as the act of knowing how to understand codes emitted verbally or transmitted by touch in the case of those who use braille. Pérez J. (2023). Seen from the other hand, it can be said that reading is an informative mechanism by which the reader can infer, understand or reject what he is reading. Reading is also linked to speech, as well as to the ability to decipher symbols or codes. Carbajal L (2024). It can also be said that reading is a process that can go from less to more where the reader develops skills such as deciphering words. Maina M. et al, (2020). Phonological awareness is understood as the relationship of sound with graphemes, that is, it is the act of reflecting on the sound of each syllable in a word and it is the first step to learn to read, since it goes through phases from lexicon to phonetics, achieving as a result that the child reads easily because he will recognize the sound of each grapheme Vivo M. (2021). Likewise, phonological awareness allows the child to strengthen the relationship between phoneme and grapheme, then he will go through a process of decoding that goes from less to more, this will take time but the results will be positive and he will appropriate the written regulations. Guterrez R et al., (2018).

The learning of words in a child occurs when his closest environment pronounces it and reinforces it, this means that over time the child can repeat it and if he observes what is spoken, the learning becomes more real. Owens, R. (2003). It can also be said that language is a human skill that, when strengthened by its social environment, can give rise to speech, proof of this is the ability to learn another language, since communicative and linguistic structures have been consolidated. (Chomsky 1965, cited by Escutia M. et al 2014) Likewise, those who do not have a developed phonological awareness take time to decompose a word, which makes it difficult to read freely as well as interpret it. Cuetos, F. (2014) p 20

Reading will continue to be a difficult problem to solve if we do not become aware of new strategies to improve this situation that has been happening to us for years both internationally and nationally, pedagogical work together with the collaboration of responsible parents can generate significant changes in future generations, therefore the importance of this research since it can make known the favorable of phonological awareness in children. On the other hand, it has great social relevance because knowing how to read significantly changes the

environment in which people live, achieving more judicious citizens with the capacity for reflection and to provide solutions to conflicts that may arise. Everything that is researched is always looking for the student to improve their learning because if they are done at an early age, the results will be better. al, (2022). The objective is to make readers aware of how satisfactory it can be to change the paradigm with new pedagogical tactics.

II. METHODOLOGY

The present research considered a systematic review of scientific journals such as: Scopus, Scielo, Springer Link, Taylor & Francis Online, Redalyc, the journals analyzed are five years old from 2020 to 2024. At beginning of the research we had about 30 articles reviewed, five more articles were added. Deleting six articles, having an encryption of 29 articles. Being from Scielo 8 articles, Scopus 1, Springer 1, Taylor & Francis online 1, Redalyc 3, EJPER 1, Journals 1. We also searched for journals with key terms: reading in children, reading strategies, phonological awareness.

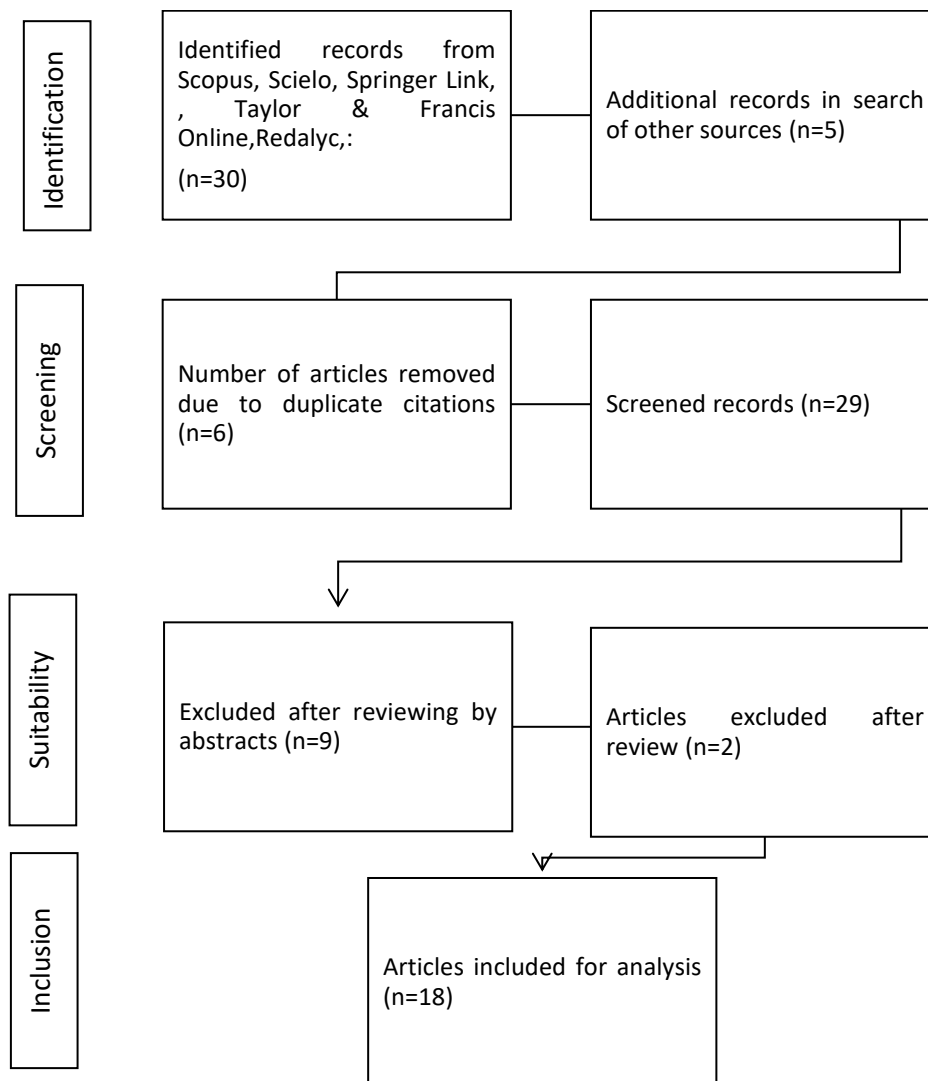


Fig. 1. Flowchart to choose the publisher according to Declaration Prisma. Proceeded to search for various journals in different databases, analyzing their contents and classifying their relevance to reach a better conclusion of this research

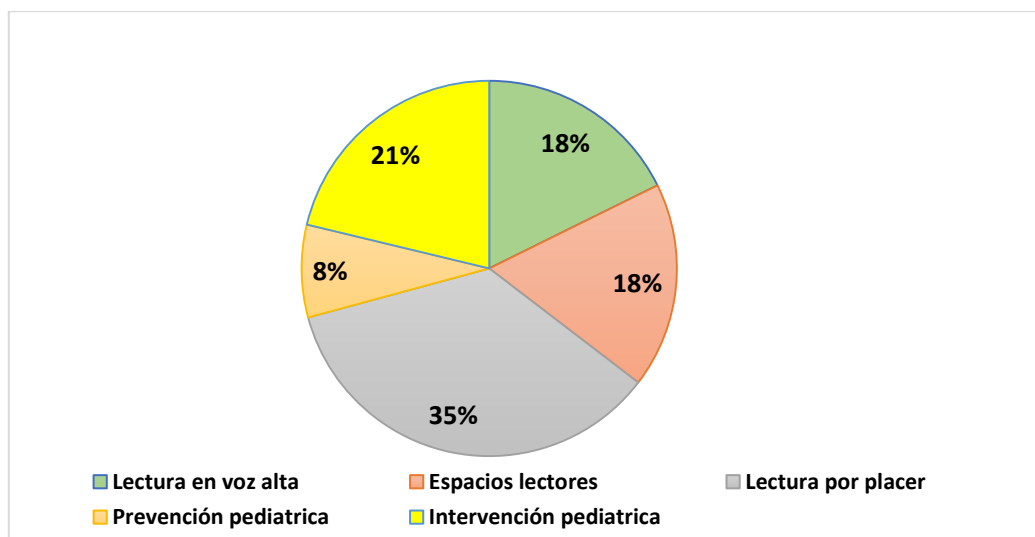


Fig. 2. Content analysis of journals. In original language Spanish

III Results : Reading in children

Reading influence

In the research, it was observed that the family plays an important role in promoting reading, as there is nothing more positive than having a family that helps its members become readers, creating an environment conducive to the child being able to relate what they heard , (Orellana, 2022)

It was also evidenced that there is a marked higher phonological influence in children who develop in private entities.

Reading strategies

The skills that children may possess are the result of a series of tactics that, used correctly, achieve good results, such as using literature that interests children will be more profitable because they will read for pleasure (Oxley, 2023). Likewise, creating reading spaces where the child feels comfortable, free, will make them feel motivated to read (Barriga 2014) In addition to the environments for reading, the work of teachers is important when changing strategies and finding the most suitable for their learners, their commitment to their work will make them more willing to change (Maina , 2021).

The play of voices when a reading is developed captures the attention of the children, raising and lowering the voice to emphasize some part of the text contributes to attention, achieving expectation in children (Delgado, 2023)On the other hand, the manipulation of material makes learning deeper since by feeling textures, elaborating their own components makes them internalize what they learn (Delgado, 2022) What some researchers also point out is that families should promote reading habits in children, thereby ensuring that children like to read and that they do not see it as something heavy but as pleasant (Briones, 2022) Hence, parents establish limits on the use of technologies, they must be aware of how much time their children spend on screens, good advice on a reading plan will result in children having a good reading disposition (Yousuf, 2021).

The creation of libraries also contributes to more readers and even more so if these spaces are accessible to all. (Paucar, 2024) The fact that children learn among peers strengthens their instruction for the future, when they express what they understood through active participation, their self-confidence increases, in

addition to dialogue, debate helps to take positions on what they believe is best to give more sustainable arguments (Blasco, 2024)

Difficulties

Phonological awareness

Phonological awareness is understood as the recognition of sounds, that is, when the child can distinguish each sound of our alphabet, thus achieving a relationship between the two

Between sound and grapheme. This is a metalinguistic skill that facilitates the child's empowerment in reading and writing (Barriga, 2024). We may wonder when children can appropriate phonological awareness, researchers conclude that from the age of three they can already distinguish sounds, differentiating for example: who emits the meow sound, who emits the kikiriki sound they even repeat it and mention the name of the animals that make those sounds, therefore saying that from an early age they can differentiate how the phonemes sound sounds more and more real (Gutierrez 2020) Consequently, the fact that teachers use it in their educational work will bring benefits, in addition to the phonological use is flexible and can be contextualized in any situation (Miranda 2021). It can also be said that phoneme recognition makes it possible for them to write easily since they associate what they hear with what should be written, the child with greater exposure to sounds achieves a trained phonological awareness and ready to take over the phonetic regulation (Valencia 2020) Hence, it is important to make use of this strategy since doing so becomes a predisposed subskill for reading and writing (Gonzales 2020) On the other hand, phonological awareness should be reinforced in typical and atypical children. (Meira, 2023)

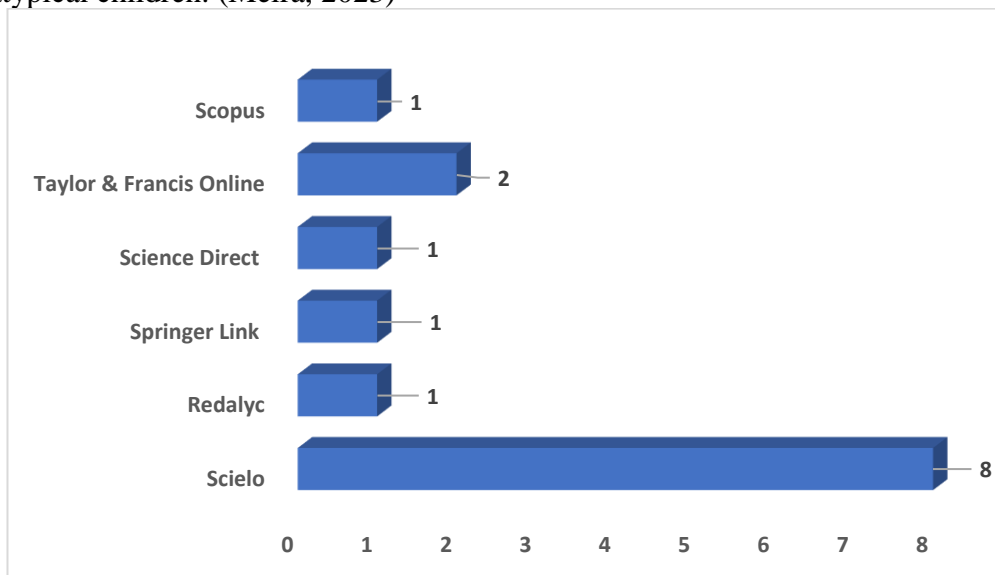


Fig. 3 according to editorials found as sources.

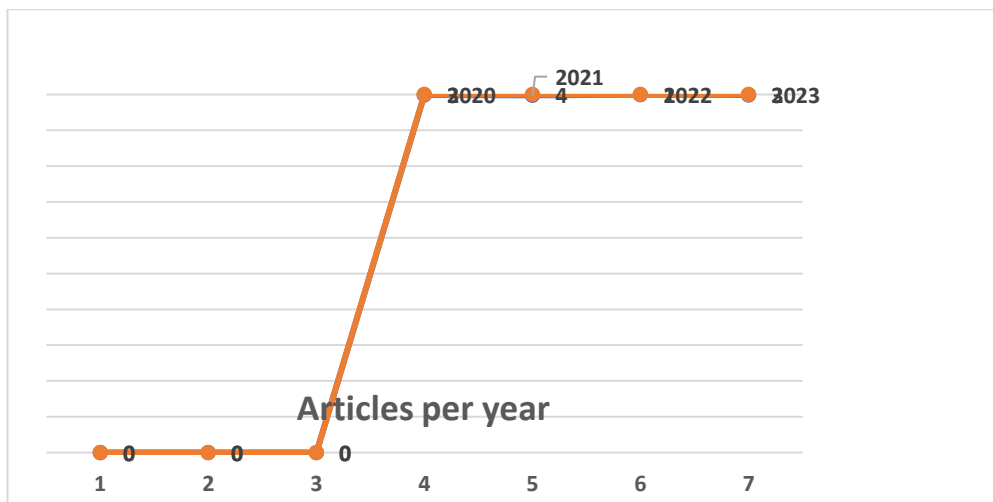


Fig. 4 publishers per year.

Conclusions

This research had a review of journals that ranged from 2020 to 2024 analyzing the problem of what would be the reading strategies in children? After the review, the following conclusions can be reached:

- Reading with differentiated voices brings emotions and keeps children in expectation because in their little minds they can imagine what the character they are trying to imitate will be like.
- Using reading spaces so that children feel comfortable in the position they want will provide flexibility and encourage them to read.
- The fact that there are libraries where everyone can go when they wish, without free pressure to go at any time of the day.
- Another strategy is for children to be able to read what they want without anyone telling them exactly what to read, but what they are motivated to read.
- Parents are of great help to achieve reading children because if a routine is made from home it will be easier for them to display interest in the various ranges of literature.
- Developing your own teaching material will make learning more relevant to the process of learning to read. On the other hand, learning among peers is a motivation, the fact that they can observe how other children read and have fun reading will achieve the boost they need to feel driven to read. In addition, the one who hears that they liked what they read, that they mention that they learned, they will see that reading is a benefit.

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