

RESEARCH ARTICLE

READING-WRITING PROCESS IN EDUCATION BY CYCLES COMFANORTE SCHOOL, MUNICIPALITY OF LOS PATIOS

PROCESO LECTO-ESCRITOR EN LA EDUCACIÓN POR CICLOS COLEGIO COMFANORTE, MUNICIPIO DE LOS PATIOS

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Received: August 1, 2023.

Approved: September 1, 2023.

RESUMEN:

La labor docente en el colegio COMFANORTE en el nivel de educación por ciclos, tiene un valor agregado para la comunidad y población de la Región que no ha logrado culminar sus estudios en el periodo y tiempo regular como lo que se designa por el Ministerio de Educación Nacional. El trabajo que se realiza a través de la práctica pedagógica y el proceso de Investigación Acción Participativa (IAP), se lleva a cabo a través de un objetivo principal para identificar el nivel de lenguaje y escritura de los estudiantes de ciclo I, II y III (correspondientes a los grados de 1°, 5° de la básica primaria y 6° de la básica media o secundaria), y diseñar material e instrumentos ajustados al nivel de aprendizaje de cada uno de los estudiantes de los ciclos; Para diseñar el plan de trabajo y las estrategias a desarrollar sobre el proceso lecto escritor, se plantea en la investigación analizar las habilidades que tiene cada estudiante para la construcción de significados y el uso de categorías gramaticales, flexibilizando el proceso por medio de estrategias didácticas y articulando las actividades a la interacción y trabajo en equipo, para fortalecer cada aprendizaje dentro del espacio y tiempo que se dispone a la semana; El diseño de actividades articuladas a la didáctica permite el desarrollo del lenguaje oral y escrito a partir de la identificación de las dificultades que se observan con la participación entre los estudiantes y el maestro; Los resultados de la investigación generan la de construcción de las estrategias pedagógicas empleadas para el proceso de enseñanza, el espacio para realizar las actividades y la interacción con el grupo de trabajo hace parte de población entre los 15 y 65 años, con dificultades para comunicarse, interactuar y socializar en el aula; en

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conclusión se logra analizar e interpretar el significado que dan los estudiantes al proceso lecto escritor, para superar obstáculos y alcanzar el propósito del aprendizaje.

PALABRAS CLAVE:

Educación por ciclos, Didáctica, Proceso lecto-escritor.

ABSTRACT:

The teaching work in the COMFANORTE school at the level of education by cycles, has an added value for the community and population of the Region that has not been able to complete their studies in the regular period and time as designated by the Ministry of Education. National. The work that is carried out through the pedagogical practice and the Participatory Action Research process (IAP), is carried out through a main objective to identify the level of language and writing of the students of cycle I, II and III (corresponding to grades 1, 5 of primary school and 6 of middle or secondary school), and design material and instruments adjusted to the learning level of each of the students in the cycles. In order to design the work plan and the strategies to be developed on the reading-writing process, the research proposes to analyze the abilities that each student has for the construction of meanings and the use of grammatical categories, making the process more flexible through didactic strategies and articulating the activities to the interaction and teamwork, to strengthen each learning within the space and time available per week. The design of activities articulated to the didactics allows the development of oral and written language from the identification of the difficulties that are observed with the participation between the students and the teacher.

The results of the research generate the construction of the pedagogical strategies used for the teaching process, the space to carry out the activities and the interaction with the work group, it is part of the population between 15 and 65 years old, with difficulties to communicate, interact and socialize in the classroom; In conclusion, it is possible to analyze and interpret the meaning that students give to the reading-writing process, to overcome obstacles and achieve the purpose of learning.

KEYWORDS:

Education by cycles, Didactic, Reading-writing process.

INTRODUCCION

Learning in context and the experiences that students bring to the classroom allow us to understand the interpretations they

have of meanings and knowledge. This is how, in pedagogical practice, the level of learning is observed in students who have had interruptions in their learning

processes due to various difficulties or situations unrelated to cognition. The multiple pedagogical tools available and the teacher's ability to establish communication with students lead to significant changes in the process of teaching reading and writing in the classroom in cycle-based education. Initially, difficulties are identified in mediating cognitive processes and students' performance in reading and writing, with the aim of strengthening basic and communicative skills. The development of innovative techniques and tools with this population allows for the interaction of students, with or without difficulties in the literacy process, while simultaneously reconstructing the pedagogical practice. This ensures the importance of promoting teamwork, as well as emotional and cognitive development, which continuously motivates active participation in the literacy process.

For this reason, the development of spontaneous readings based on lived experience, imagination, and classroom didactic activities strengthens and consolidates the process of speaking, listening, reading, and writing—key actions for human development and the holistic formation of the student.

Thus, pedagogical intervention becomes relevant as it uncovers the difficulties of each young person and adult within the workgroup. By including students' opinions and interests in starting written and reading activities, the participation of all becomes possible, achieving the transformation of connotations into clear and precise concepts and definitions.

To achieve this, the teaching of language is brought into the classroom and lesson plans as a field of knowledge, aimed at the complex process of teaching and learning languages, with the goal of improving practices and adapting them to the changing situations in which this activity takes place (Camps, Guasch, and Ruiz Bikandi, 2010, p. 71).

In this way, the didactics used to conduct short and engaging readings result in the production of new stories to read and self-assess the writing. The relationship between teacher and student in the classroom, along with the prior analysis of learning difficulties in the reading-writing process, allows for diverse forms of language in the learning process and the socialization of ideas. It also helps to reduce the gap between mockery and

anxiety when verbally expressing a response. Reading comprehension exercises and critical analysis can transform the student's fascination with reading, while the support of those with more advanced skills helps those with less experience. The dynamic use of gestures also contributes to making the process enjoyable.

READING AND WRITING PROCESS AT THE CYCLES LEVEL.

Among the strategies that help establish an effective reading and writing process for students with learning difficulties, school dropout, delayed learning, and poorly adopted styles, the teaching methods and methodological procedures for correctly guiding the development of reading and writing skills must be tailored to the students' capacities and potential. In other words, it is essential to first understand "how individuals learn," so that, based on this knowledge, methodological procedures applicable to the school environment can be structured (Espinoza, 2018, p. 11, citing Montealegre and Forero, 2006).

Regarding the advantages of learning to read and write, no effort should be spared by a teacher to achieve the goal of constructing meanings from the ideas, experiences, and imaginations shaped by each individual within their context and culture. Childhood is the ideal time to learn to read, as it facilitates the formation of graphs, codes, and categories, enabling a coherent understanding of reality.

In the categorization of cognitive processes and their development, Piaget (1987) successfully deciphered and published the classification of students' language as follows: private language, where new meaningful knowledge is acquired by connecting it with prior knowledge; and egocentric language, where new knowledge is acquired through peer interaction and the educational context, which significantly influences children's initial stages and becomes consolidated over time.

The significant contribution of teaching reading and writing to adolescents and adults becomes possible through the creation of strategies to approach reading and writing. These strategies enable the reader to explore their capacity for

imagination and develop it spontaneously for immediate and effective learning.

According to Adams and Bruce (n.d.), "The reader cannot use their prior knowledge to understand and create new meaning." This holds true if the reader has not yet overcome difficulties that distort the process. At this point, the teacher's mediation and the strategies created in a didactic manner contribute significantly to the reading and writing process. Therefore, it is essential to consider everything learned from the social context when acquiring new knowledge.

Additionally, as Ausubel (1983) stated, "The reader confirms the acquisition of clear knowledge when they focus on the process of understanding, transforming, and storing prior ideas to achieve meaningful learning," as cited in León and Noel (2021, p. 83). Thus, in the initial process of configuring language and writing within a non-conventional educational setting, the teacher's didactics and experience can be as impactful as the student's purpose, motivation, and goal.

This aligns with Vygotsky's (1998) concept of language acquisition: "The learning of written language consists of mastering a

specific system of symbols and signs, whose mastery marks a crucial moment in the individual's cultural development." This emphasizes understanding the way learning is influenced by the social context and associating the student's everyday experiences with the process of acquiring and consolidating language and writing in the classroom.

Consequently, didactics is linked to the teaching process in cycle education to collaborate with students in building what Comenius describes: "The method of all arts clearly demonstrates that schools only teach to see with others' eyes and to feel with another's heart; for instead of discovering the sources and drawing various streams from them, they only show the rivulets coming from authors and expect one to ascend to the springs through them" (Espitia, 2020, p. 163).

METHODOLOGY AND DEVELOPMENT OF THE READING AND WRITING PROCESS IN CYCLE EDUCATION

The methodology for fieldwork development begins by focusing on individuals who enter the classroom with a degree of illiteracy in Cycle I or with interrupted schooling in Cycles II and III.

This initial step aims to identify their starting point and initiate the planning and design of strategies that require flexibility, which are created from a didactic perspective.

Through Participatory Action Research, students from the COMFANORTE school, enrolled in the cycle education level, are engaged as key informants. Most of these students belong to socioeconomic strata 1 and 2, and their ages range from 15 to 65 years.

Based on the identification of learning difficulties related to the reading and writing process, workgroups are organized for each cycle to level the students and develop activities that address their individual needs. Additionally, didactic strategies are proposed to foster the development of oral and written language skills gradually, aiming to overcome each identified difficulty while progressively increasing the level of challenge. This is achieved through practices, workshops, and group and individual exercises designed to construct new meaningful knowledge with creativity, consistent support, and a transversal approach.

The use of didactic materials, individually designed guides, and argumentative creation workshops based on questions

about topics of interest encourages voluntary participation by eliminating the fear of being corrected or judged. Furthermore, interpreting images and characters during reading activities helps reduce tension when performing classroom tasks. Creating stories, letters, songs, and poems, followed by sharing them, allows these young people and adults to develop reading and writing skills. These skills are considered essential for advancing in other subjects, as well as fostering a closer connection to their ultimate goal: completing their education, regardless of the time previously lost.

RESULTS

Regarding the results obtained in the identification of difficulties, didactic strategies were proposed to analyze each student's reading and writing level and to design materials tailored to address each specific issue. The goal was to advance the teaching and learning process of all the content in each cycle. As Runge (2013) confirms, teaching involves planning with a specific intention and within characteristic settings, with the purpose of increasing and consolidating socially necessary

knowledge and skills in individuals or groups.

In line with this, practices were designed to enhance reading and writing skills, focusing on improving spelling, pronunciation, and comprehension of each concept, word, or text. The encoding and categorization of concepts are essential for interpretation, sparking students' interest and motivation as they engage in these activities.

Among the difficulties identified in most students, the following were noted: For the reading process: unclear vocalization, fear of making mistakes, lack of confidence, and insecurity prevented students from participating and socializing with the entire group. Other challenges included a lack of interest and dedication, as well as learning disabilities such as:

- **Dyslexia:** Difficulty decoding signs and symbols while writing, often altering their order or failing to understand their meaning.
- **Dysphasia:** Impairment in understanding language due to limited vocabulary.
- **Dygnosia:** Difficulty recognizing symbols and signs necessary for understanding written content.

For the writing process:

- **Dysorthography:** Frequent spelling mistakes and errors.
- **Dysgraphia:** Extremely small or large handwriting.

These and other challenges were observed and addressed accordingly.

DISCUSSION

The participatory action research process is based on a qualitative methodology for recording each process and the continuous self-evaluation of the intervention. It begins with pedagogical mediation and the identification of learning difficulties in reading and writing among students in the cycles at the COMFANORTE school. The process analyzes the formal, non-formal, and informal linguistic development of students across cycles for language acquisition and writing. Participants contribute to the didactic interaction with their knowledge, their world representations, and their own purposes (Camps, 2012). This is how the didactic strategies implemented during the school support process are referenced.

For this, an analysis of each case was conducted, measuring each problem and categorizing it through prior knowledge. Based on the results obtained, the

formative process was designed to reduce shortcomings and advance the final results that determine the promotion of cycle students.

Regarding the process of oral and written expression, it is discussed from Vygotsky's (1993) learning theory: "The development of thought is determined by language, that is, by the linguistic tools of thought and socio-cultural experience" (cited in Gómez, 2016, p.68). For students with more experience, it is difficult to configure new phonemes, terms, and symbols that must be included in their learning. However, neither their age nor the limited time they can dedicate to reviewing these processes hinders their progress, because, according to the author, both thought and experience also influence the construction of knowledge.

"It is not enough to have only theoretical training, because when the teacher is in the classroom, their actions are guided by practical thinking derived from their experience as a student and as a teacher" (Hernández, 2014).

CONCLUSION

In the pedagogical work carried out in cycle-based education with students from COMFANORTE school on the processes of literacy, the contribution made to the construction of Knowledge and Being is of great importance, not only for the acquisition of language and writing but also for improving their quality of life. The psycholinguistic and cognitive teaching process ensures that students with learning difficulties, whether in non-conventional schooling or in their regular time, achieve the objectives set for the development of both oral and written language.

By identifying each problem, it is possible to incorporate didactics into this educational level to develop classes through workshops, socialization, the use of educational software, storytelling, crafts, letters, and various activities to overcome difficulties, which in turn encourages the habit of reading and writing throughout the pedagogical process, yielding satisfactory results for all parties involved.

When didactics are proposed in each intervention or content development aimed at enhancing oral and written language for learning, it improves the construction of concepts and transforms critical, logical, and analytical thinking, as well as the

relationship with peers and the teacher. To change the way of thinking, learning to read and understand what is read also helps to improve the interpretation of the context, which influences the processing of both written and oral language, allowing for the appropriation of knowledge and correct performance when speaking and expressing opinions.

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