Development of Reading and Writing Skills in Sublevel 2 Initial and Preparatory Education in Schools in Zone 5

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Abstract

Communicative competencies play an essential role in the construction of knowledge, strengthen analytical-synthetic, critical-reflective, creative thinking and are indicators of human growth and development, therefore, it is important that teachers develop this competence in educational work, so each professional must prepare for the mastery of the necessary tools, in order to become a competent communicator. At present, in our Latin American, national and local context, there is evidence of poor development of reading and writing skills. This project aims to enhance the development of reading and writing at the Sublevel 2 level of Initial Education and First Grade of Basic Education through a system of strategies at sensory-perceptive, representative and reasoning levels that stimulate motivation towards reading and writing and promote the development of critical-reflective and creative thinking in students. To this end, applied research (action research) was implemented with a qualitative and quantitative approach; verification tests, surveys, interviews, discussion groups were applied that served to survey the level of mastery of the skills of comprehension and written expression in schools in zone 5; The results obtained served to detect the needs and limitations in the development of these macro-skills of children; for which alternatives were proposed for the promotion of reading and writing, methodological strategies for its development, and a training system. With the application of strategies, it has been possible to strengthen reading and writing skills, stimulate cognitive activity at sensory-perceptive, representative and reasoning levels, promote critical-reflective and creative thinking from children and interest in reading, so that they appropriate the necessary tools and thus contribute to the formation of more humane citizens committed to the social progress and development of the country.

Keywords: Reading Skills, Writing Skills, Early Education.

1. Introduction

Oral language is a communicative skill that acquires meaning when the subject understands it and interprets what has been heard, it implies interaction in a similar context and in a situation in which the meanings of language intervene; Therefore, it is a process, an action, based on expressive and interpretative skills, so oral expression must be understood as such, along with oral comprehension, reading and writing. (Vernon, S. & Alvarado, 2014)

One of the functions of the human being that presents a more complex evolution in its acquisition and development, due to the interaction of an enormous number of variables, such as neuropsychological maturity, affectivity, cognitive development, the maturation of the peripheral organs of language or the contexts in which the child is immersed, among others (Herrara, Gutiérrez & Rodríguez, 2008). According to (Abreu, Barrera, Breijó & Bonilla, 2018) "The teaching-learning process

(PEA) is conceived as the place in which the primary protagonist is the student and the student.

teacher fulfills a role of facilitator of learning processes." This process leads to communication and socialization between students and the teacher, with the teacher facilitating learning and in turn contributing to their comprehensive training in skills, knowledge, values, among others, that they will apply in their daily lives.

The acquisition of oral language has a special meaning in the first years of life since it enhances the relationships that children establish with themselves, with people and with the different environments in which they participate.

While being part of a complex communicative system, experts have called this language development in the child "development of communicative competence." (Calderón, María, 2004) Reading-related skills must be learned, unlike oral language that is acquired naturally. Reading competence consists of the ability to build. knowledge through reading and achieving significant learning (Gonzalez, Cánovas, Muñoz & Rabal, 2020). In this task, the reader extracts, interprets and reflects on the information and the process. Written language is a form of communication, which emerged 5,000 years ago to perpetuate information over time. It is necessary that the processes carried out in this activity are carried out automatically to free up space in the operating memory.

It is important to highlight that language acquisition at the age of 3 to 5 years is very optimal, because children at this age learn to communicate with other people, although it is very limited in relation to that of an adult, this type of development corresponds to the preschool age in which school learning and social coexistence with their peers occurs. teachers, with their families, consider that this learning will be strengthened over time until they are able to communicate more fluently and with greater clarity. It should be noted that the reading faculty in man is not innate nor does it belong exclusively to human nature, although in it he will find the best conditions and means to develop, in the human being it develops as a process (Bernal Pinillo Luis, 2019).

Therefore, the family, the social and natural environment of every child, is responsible for stimulating and facilitating children's access to reading in a personalized and playful way.

Reading is stimulated from the womb, which allows laying the foundations for the child to be competent readers in the future with the help of academia and society. After the family, the responsibility for the reading process falls on the educational institution, according to the Fact Sheet No. 46 of the UNESCO Institute for Statistics (UIS, 2017) it is pointed out that "more than 617 million children and adolescents are not reaching the minimum levels of proficiency (NMCs) in reading" what these statistics reflect is that in the Latin American and Caribbean region, out

of every 10 children in primary education, there are 4 who are not learning, this figure rises at the secondary level to 6 adolescents who are not learning; the figures are alarming for the region as it is considered "a tremendous loss of human potential that could threaten progress towards the Sustainable Development Goals (SDGs)" (UNESCO, 2022).

When analyzing the results of the achievement report of the Third Regional Comparative and Explanatory Study (TERCE, 2025), we observe that the country, in the reading tests, in the results of the third grade of basic education, is located in an average place in relation to other Latin American countries; however, the scores of 6th grade students are lower, placing Ecuador below the average of the participating countries. From 65 to 80% of those evaluated (3rd and 6th grades respectively) are between I and II levels of reading performance, which means that there are limitations, especially at the levels of interpretation, criticism and application or creative.

The problem of reading and writing is a fact that is reflected in today's society,

From childhood, not all children are interested in knowing traits

of reading and writing, in some cases they do it mechanically, this has caused demotivation towards reading for which they lack reading comprehension. (Perdomo & Gonzalez, 2011)

In Ecuador, UNICEF promotes reading, however, there are low levels of reading in relation to other Latin American countries, so UNESCO has carried out several tests that show this problem, in which children and adolescents do not manage to achieve learning, so the reading habit and interest in reading must be promoted from the various sectors, both public and private. all must provide support for reading development (Chacha, Rosero & , 2020)

The above corroborates the gap that arises with respect to language learning, especially with reading and writing skills, which play an important role in enriching vocabulary, consolidating grammatical, punctuation and accentuation aspects, identifying the tone and atmosphere of the text, its structure to determine its communicative intention, Understand the ideas that are related and the relationships they express - if information is being added or contradicting the previous idea, or relating a cause to its effect, if an idea goes outside the topic being discussed, or the author handles an intention beyond what is expressed literally, among other details necessary in reading and writing.

It should be noted that Ecuadorian Education conceives students as bio-psycho-social beings, unique and unrepeatable, and places them as central actors in the teaching-learning process, in which their needs, potentialities and interests are prioritized; The level of development, age, personality characteristics, rhythms, learning styles, cultural context are considered, taking into account diversity in all its manifestations, responding to criteria of inclusion in equal opportunities. (Ministry of Education, Curriculum, 11)

Based on the above, it was considered to implement a project for Sublevel 2 level of Initial Education and Preparatory First Grade of Basic Education, whose purpose is to enhance the development of reading and writing. For which rural and urban institutions in zone 5 were selected to corroborate the problem in our cantonal context, so a diagnosis of the capacities or levels of mastery of reading and writing in children at the initial level and first year of basic education was carried out, where possible causes that influence the problem could be detected.

In Ecuador, in 2018, the Ministry of Education implemented a program called "José de la Cuadra" which allows teachers and teachers to develop reading.

students, which in addition to reinforcing reading also allows to reinforce writing and research because all three are generators of knowledge within the field

educational and pedagogical, essential for the training of students.

It should be noted that the ministry also delivered book collections to school libraries throughout the country, as a contribution to the José de la Plata National Book and Reading Plan.

Cuadra (Ministry of Education, 2018). This program benefited one million high school students nationwide, in addition to the Yo Leo campaign ("the book, the family and the

community"), which promotes the training of reading promoters and mediators, another of the projects is the reading festival that was held at the end of the semester in all institutions nationwide, with the aim of promoting the taste for reading, which allows creativity to be enhanced and critical thinking to be developed.

The promotion of reading is a practice that should be stimulated throughout life, through reading mediation activities, which intellectually and emotionally link children with reading from early childhood (Ministry of Education, 2022).

1.1 Problem formulation

Fact Sheet No. 46 of the UNESCO Institute for Statistics (UIS, 2017) states that "more than 617 million children and adolescents are not reaching the minimum proficiency levels (CMS) in reading" what these statistics reflect is that in the Latin American and Caribbean region out of every 10 children in primary education there are 4 who are not learning. this figure rises at the secondary level to 6 adolescents who do not learn; the figures are alarming for the region as it is considered "a tremendous loss of human potential that could threaten progress towards the Sustainable Development Goals (SDGs)" (UNESCO, 2015, p.1).

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Therefore, the implementation of several projects that cover the level of Sublevel 2 of Initial and Preparatory Education First Grade of Basic Education is proposed, whose final purpose is aimed at enhancing the development of reading and writing. Rural and urban institutions in zone 5 will be selected to corroborate the problem in our cantonal context, so a diagnosis of the capacities or levels of mastery of reading and writing in children from second to fourth grade will be carried out, possible causes that influence the problem will be detected and proposals for solutions will be planned.

2. Objectives

2.1 General objective

To promote the development of reading and writing at the Sublevel 2 level of Initial and Preparatory Education First Grade of Basic Education through a system of strategies at sensory-perceptive, representative and reasoning levels that stimulate motivation towards reading and writing and promote the development of critical-reflective and creative thinking in students Sublevel 2 of Initial and Preparatory Education First Grade of Basic Education in rural and educational institutions. urban areas of zone 5.

2.2 Specific objectives

1.   To systematize the theoretical and didactic-methodological foundations of the study variables related to reading and writing in order to develop instruments.

2.   To draw up a contextual baseline on the level of development and motivation of reading comprehension and written expression in students Sublevel 2 of Initial and Preparatory Education First Grade of Basic Education in rural and urban institutions in zone 5.

3.   To design a system of strategies at sensory-perceptive, representative and reasoning levels that stimulate motivation towards reading and writing and promote the development of critical-reflective and creative thinking in students of Sublevel 2 of Initial and Preparatory Education First Grade of Basic Education.

4.   Implement and evaluate the impact of the strategy system on rural and urban institutions that participate as samples in zone 5.

3. Methodology

To achieve the objectives of the project, social research is implemented with an action-research approach, because proposals for solutions to the limitations that arise in the initial diagnosis will be designed.

The present research has a descriptive and diagnostic level of depth. Descriptive because it will know the methods, procedures, techniques and resources that are used in the teaching of initiation to reading at the initial level and the set of conclusions reached is the diagnosis of the real situation of the research fact, in this case, the methodological strategies.

For the design, execution and evaluation, theoretical methods are applied; empirical and statistical. Techniques such as: the pedagogical test, the survey, the interview, will be applied at an empirical level, which will allow us to survey the level of motivation and mastery of the skills of expression and written comprehension Sublevel 2 of Initial and Preparatory Education First Grade of Basic Education in school institutions belonging to zone 5; They will enable us to detect needs, solve problems and propose alternative solutions.

It is understood that, in order to implement this project, responding to specific objectives 1 and 2, it is necessary, first, to carry out a process of systematization of historical and conceptual antecedents with respect to the study variables, reading and writing skills and the motivation for the development of the instruments. Secondly, to carry out a diagnosis that allows us to obtain the baseline with respect to the level of development of these competencies.

3.1 Population

The population will be made up of children from sublevel 2 and high school from 10 Educational Institutions in Zone 5, a random probabilistic sampling will be carried out, a group from each level (Sublevel 2 and high school) is included. Knowledge of the level of reading and writing skills in the sample will allow us to look for solutions, apply them and make comparisons with the initial phase, observe changes in the short, medium and long term, obtaining relevant information to write scientific articles.

3.2 Data collection instruments

In the elaboration of the instruments, the starting point will be the application of methods at the theoretical level (analysis-synthesis, historical-logical, dialectical, systemic-structural, functional) to define evaluation indicators based on the conceptualization and operationalization of the concepts of motivation and communicative competences (reading and writing) related to the teaching-learning process of the disciplines Language and Literature. as well as the design of theoretical-practical models, which will allow us to apply, analyze and interpret the results of the instruments in a more objective way through frequency or probabilistic statistical methods and the interpretative method. The interpretation of the results will guide us in decision-making to achieve objective 3, the instruments may be applied periodically to be able to assess the impact results of the solution programs, complying with objective 4.
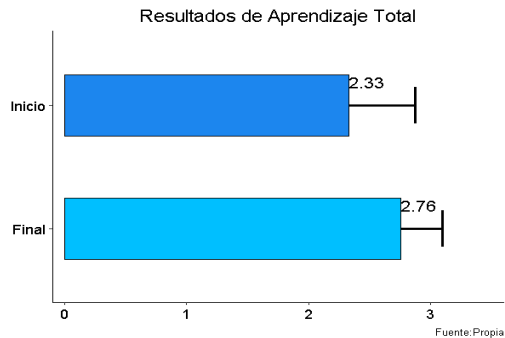
4. Results

Figure 1. Total Learning Outcomes

Source: Authors. In original language: Spanish.

This Figure 1 shows the total learning results obtained through the execution of different strategies and teaching methods focused on the development of reading and writing competencies in sublevel 2 of initial education. In the initial stage, 2.33% was established on students' reading and writing skills, but as they implemented strategies to address these needs, it increased by 2.76%. For this study, quantitative data were used for the students' progress in these competencies.
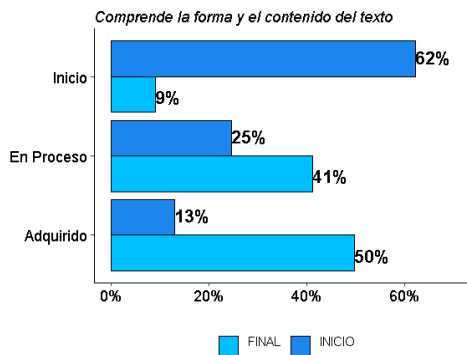
Frequency analysis

Students

Figure 2. Understand the form and content of the text

Source: Authors. In original language: Spanish.

Figure 2. It represents the ability of the students made up of children of sublevel 2 and high school of 10 Educational Institutions of Zone 5, when it comes to understanding both the internal structure and the content of the text. It is highlighted that this research the population surveyed

in the initial stage 62% of the population did not understand the form and content of the text, but as reading and writing skills are developed, this index reduces by 25%, and by the end of the program 50% of the student population has already managed to interpret, Understand and analyze the content of the text
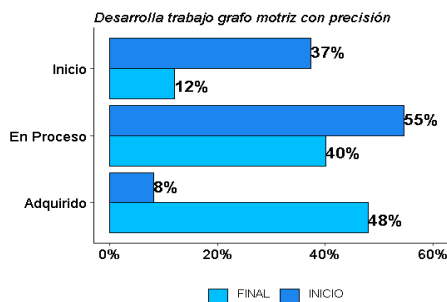

Desarrolla trabajo grafo motriz con precisión

Figure 3. Develop graph-motor work with precision

Source: Authors. In original language: Spanish.

Figure 3 shows us how the development of the graphomotor skills and accuracy of the students surveyed in this program has been. In the initial stage, 37% of the student population did not have skills focused on writing, as the process progressed, these fundamental skills increased by 40% and by the final stage, 48% of the surveyed population had strengthened the skills for fluent writing.

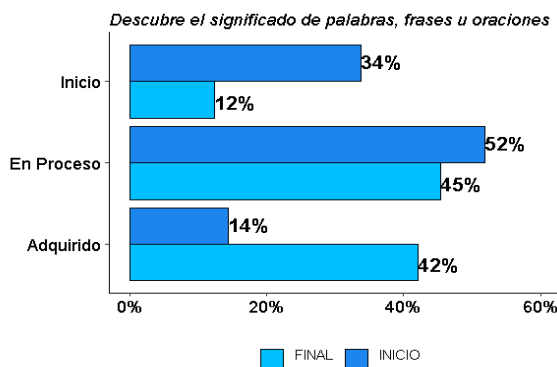*Descubre el significado de palabras, frases u oraciones*

Figure 4. Discover the meaning of words, phrases, and sentences

Source: Authors. In original language: Spanish.

Figure 4. Meanings of words, phrases, or sentences. In the first stage, which tells us that with a total of 34% the population made up of children of sublevel 2 and high school of 10 Educational Institutions of Zone 5 does not recognize the meaning of words, phrases or sentences, but as in

the process of executing the development of writing and reading skills this index increased by 42%, yielding positive figures from this program.
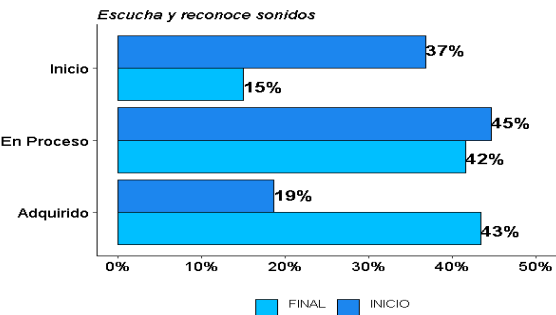

Figure 5. Hear and recognize sounds

Source: Authors. In original language: Spanish.

In this stage of listening and recognizing sounds described in Figure 5, the initial stage of the surveyed population shows us, which shows us rates of 37%, as a result of the intervention to improve this determining factor, the student population presented 42% of this skill, in the end, 43% of the boys and girls of sublevel 2 and high school of 10 Educational Institutions of Zone 5 promote listening and Recognizes sounds.
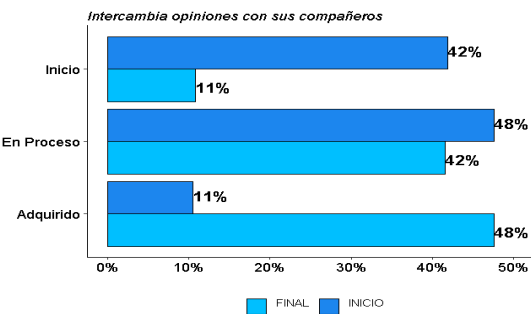

Figure 6. Exchange opinions with their peers

Source: Authors. In original language: Spanish.

In the development of this program, the population surveyed in the initial stage presented indices where 42% do not recognize the importance of exchanging opinions with peers. Table 6. Through the process of improving these social skills, it yielded growth figures of 48% in the final stage compared to the initial stage.
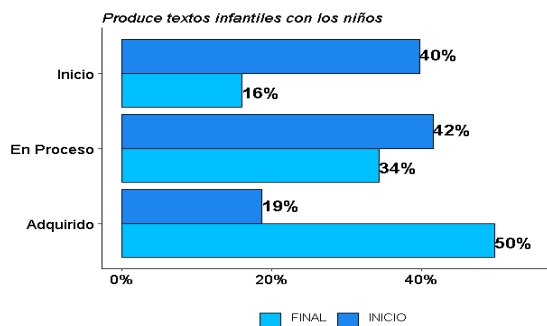
Figure 7. Produce children's texts with children

Source: Authors. In original language: Spanish.

Figure 7 shows the activity of producing children's texts in collaboration with children. In the first stage of this project, he indicated that 40% of the population does not produce children's texts for children, in the final stage he gave figures of 50%, this significant index highlights the importance of promoting creative environments for students, this through collaborative writing of children's texts.
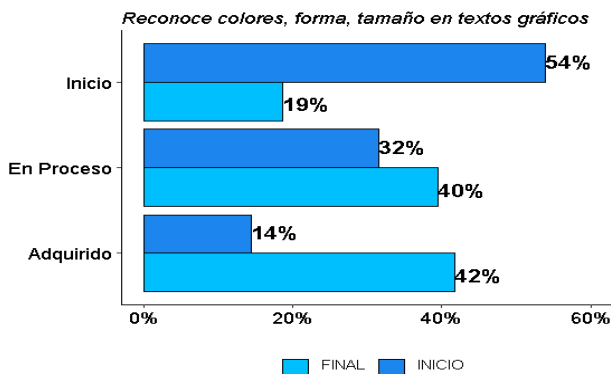

Figure 8. Recognizes colors, shape, size in graphic texts

Source: Authors. In original language: Spanish.

Figure 8 shows the students' ability to identify colors, shapes, and sizes in graphic texts. The initial state 54% of the student population did not understand the sizes, shapes of the texts, as strategies were implemented for this, the index decreased by 40%, and at the end of this project 42% of the population recognizes the shapes, colors and sizes of the texts.
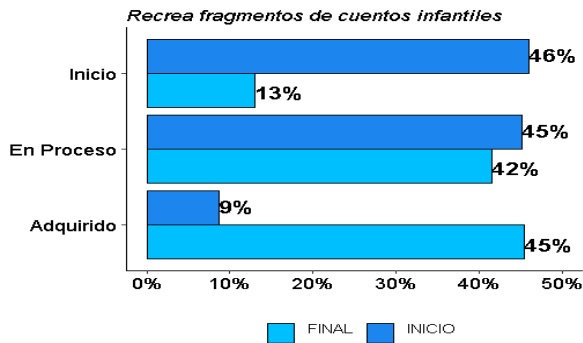
Figure 9. Recreate fragments of children's stories

Source: Authors. In original language: Spanish.

In this figure 9 which indicates the activity of recreating fragments of children's stories, this indicates the ability that a student has to understand, interpret and creatively express children's stories. With this premise, in the initial stage, children did not encourage recreation of fragments of children's stories 46%. As the importance of promoting these playful reading activities became known, the student population acquired 45% of the knowledge about reading comprehension and creativity in writing.
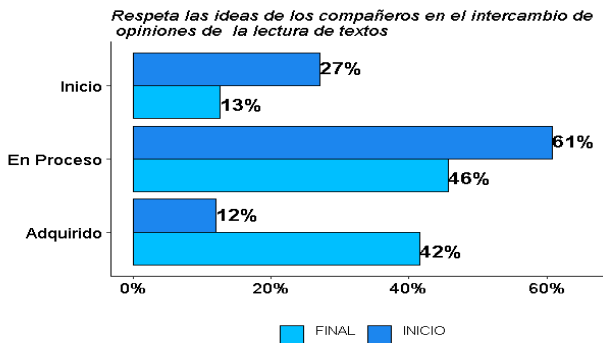

Figure 10. Respects the ideas of classmates in the exchange of opinions of the reading of texts

Source: Authors. In original language: Spanish.

Respects the ideas of classmates in the exchange of opinions on the reading of texts shown in Figure 10. This does not indicate that about 27% do not respect the ideas of their classmates in the exchange of opinions about a reading, measures of respect and promotion of an environment of dialogue were carried out, for which this process performed 42% compared to the initial stage

Trabaja en el desarrollo de pictogramas

Inicio — 37% (INICIO), 8% (FINAL)
En Proceso — 44% (INICIO), 45% (FINAL)
Adquirido — 19% (INICIO), 46% (FINAL)
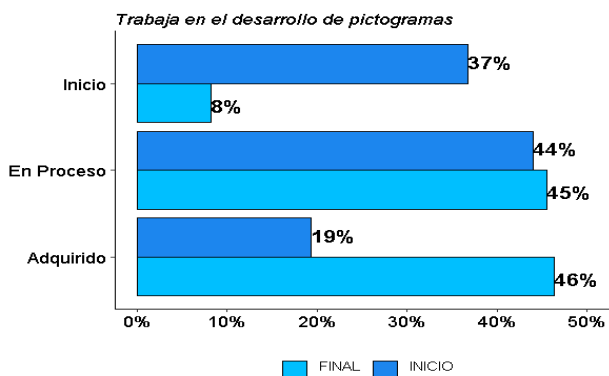
Legend: FINAL, INICIO

Figure 11. Work on the development of pictograms

Source: Authors. In original language: Spanish.

Figure 11 represents the activity of working on the development of pictograms, this figure shows us that in the initial stage 37% of the students did not have the necessary skills to create simple visual representations which are necessary to transmit information, but as these needs were addressed, the final population acquired 46% referring to these capacities.

Utiliza recursos gráficos para expresar emociones

Inicio — 48% (INICIO), 19% (FINAL)
En Proceso — 41% (INICIO), 39% (FINAL)
Adquirido — 12% (FINAL), 42% (INICIO)
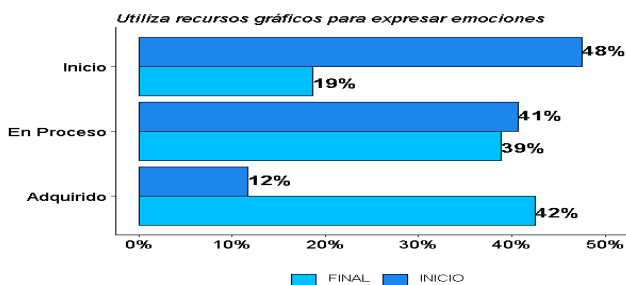
Legend: FINAL, INICIO

Figure 12. Use graphic resources to express emotions

Source: Authors. In original language: Spanish.

Figure 12 shows us the use of graphic resources to express emotions. This figure highlights the students' abilities to use graphic resources in order to be able to express emotions liberally through reading. In the first instance, this resource represents 48% of non-execution of this practice, in the process this figure tends to decrease, yielding a result of 39%. In the end, 42% of the surveyed population recognizes the importance of expressing emotions, either orally or in writing, as this helps to encourage emotional intelligence.

5. Final considerations

Various studies have been carried out on communicative literacy skills at the international, regional and national levels. Some of those consulted are aimed at enhancing these macro-skills from orality, listening, reading aloud to strengthen the integration of skills, to associate sounds-graphs, or to recognize the practical usefulness of reading and writing (Iza Camalle et al, 2018; Ricca, 2015; West et al, 2015; Cordero et al, 2014). Several studies develop research on reading and writing related to ICTs, applications of educational apps and software are proposed to develop the learning of these skills (Marín Suelves, et al, 2016; Cordón García, 2016; West et al, 2015; Rowsell et al, 2015; Gómez-Díaz, et al, 2015). Different researchers in the field involve family members to support the reading and writing processes at home in the initial and elementary stages, as we know that when working synergistically, progress is facilitated (Cobos Cali, 2019; Palos Toscano, et al, 2017; Lema Ruíz et al, 2019). Others direct their research to the prevention of bullying and cushioning its consequences from the promotion of the pleasure of reading and writing in primary education (Valderrama & Rubio, 2018). Most of the research seeks to assess the levels of mastery of these linguistic skills in order to provide solutions and transform the problem (Valenciano-Canet, 2019; Bañales et al, 2018, Sornoza et al, 2018; Caballero, et al, 2014; Barletta, 2013; Urías, 2013).

In summary, a large number of the studies mentioned have been applied in initial, basic and high school education in Spain, Latin America and the Caribbean, they agree that there is little motivation towards these competencies, they conclude that it is understood at basic levels, it is difficult to express what is understood when the student must synthesize the information using personal language, as well as when they have to write paragraphs or texts in a coherent way, revealing spelling, grammatical, concordance problems, among other linguistic aspects. According to these studies, a large part of the possible causes that influence are related to the teaching strategies used by teachers, among other factors. Proposals regularly contain a series of basic exercises to contribute to the development of these macro-skills, but theoretical-practical models and results of their systematization in practice are often not offered.

6. Conclusions

Based on the analysis carried out, it can be concluded that it is important to develop academic skills focused on reading and writing competencies in sublevel 2 of initial education, since at this age children enhance relationships with themselves, with their environment and with the environment. That is why it is necessary to be able to execute pedagogical strategies with the need to address these shortcomings found in education, stimulate students in reading, critical thinking, the expression of their emotions and others, a series of skills that are necessary to awaken at an early age. In addition to this, it is necessary for teachers to intervene as an example for students, in order to promote an environment of respect, dialogue and mutual collaboration, this series of relational interventions help to enrich learning processes, allowing them to be more equitable and efficient.

The present research focuses on exposing those existing gaps in education, emphasis on reading and writing competencies both at basic and higher levels, this highlights the reflection of

strengthening these skills in the initial stage of learning. but, in addition, it is necessary to know each of the students, to be able to address academic difficulties, to know their learning styles and also to have personalized academic support, this to consider the diversity that each one has and with this information to be able to develop academic strategies that improve academic performance, improve social skills, meet needs and promote inclusive environments for the student population.

Likewise, the importance of encouraging students in the initial stage of learning creativity, emotional expression, visual comprehension and collaboration in the teaching processes in writing and reading is highlighted. Being able to address these competencies in education not only helps us to contribute to the academic development of students, but it is also about promoting skills that are integral in such a changing world. That is why it is important to invest in teacher training, since they have the necessary skills that allow them to improve academic designs and curricula that allow them to focus on those skills that students require, innovative programs, creation of more interactive environments and healthy dialogue, all these factors that allow improving skills and the development of reading and writing competencies in children in the stage initial of their learning.

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