Scientific articles

Experiencia de lectura en una escuela primaria: una intervención educativa

Reading Experience in an Elementary School: An Educational Intervention

Experiência de leitura no ensino fundamental: uma intervenção educative

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Resumen

Este proyecto de intervención educativa tuvo como propósito fomentar la autonomía lectora en los estudiantes de educación básica a través del diseño e implementación de enfoques pedagógicos efectivos. El objetivo central fue estimular el placer por la lectura, fortalecer las habilidades de comprensión crítica, y fomentar la selección autónoma y la exploración de materiales literarios. La intervención se llevó a cabo con estudiantes de una escuela primaria rural ubicada en el municipio de Durango. En la fase diagnóstica se optó por un enfoque cualitativo y se empleó el método de investigación-acción. Asimismo, se emplearon las técnicas de observación no participante y la entrevista en profundidad. Los sujetos participantes fueron los miembros de la comunidad escolar en la que se intervino, compuesta por ocho docentes y 191 estudiantes. En la fase de intervención se continuó con el enfoque cualitativo, pero con observación participante. Mediante actividades dinámicas e interactivas, se logró que los alumnos desarrollaran la capacidad de abordar textos de manera independiente, lo cual sirvió para establecer una base sólida para su habilidad lectora a lo largo de su trayectoria educativa. Los resultados revelaron la efectividad de promover la lectura y orientar a los estudiantes utilizando únicamente los recursos disponibles en la escuela, es decir, sin necesidad de materiales adicionales. Además, la respuesta entusiasta de los alumnos sugiere que, con más tiempo, este tipo de proyectos puede consolidarse y generar resultados más robustos y beneficiosos. La lectura, según se concluye, representa una oportunidad de superación para los estudiantes de estas comunidades.

Palabras clave: intervención educativa, autonomía lectora, lectura, escuela primaria rural.

Abstract

This educational intervention project aimed to promote reading autonomy among elementary school students through the design and implementation of effective pedagogical approaches. The central objective was to stimulate a love for reading, strengthen comprehension and critical thinking skills, and encourage autonomous selection and exploration of literary materials. The intervention took place in a rural primary school located in the municipality of Durango. During the diagnostic phase, a qualitative approach was chosen, employing the action research method. Non-participant observation techniques and in-depth interviews were used. The participants included members of the school community, consisting of eight teachers and 191 students. In the intervention phase, the qualitative approach continued, but

with participant observation. Through dynamic and interactive activities, students developed the ability to approach texts independently, thereby establishing a solid foundation for their reading skills throughout their educational journey. The results revealed the effectiveness of promoting reading and guiding students using only the resources available in the school, without the need for additional materials. Additionally, the enthusiastic response from the students suggests that with more time, this type of project can be consolidated, yielding more robust and beneficial outcomes. Reading, as concluded, represents an opportunity for advancement for students in these communities.
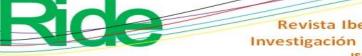
Key words: educational intervention, reading autonomy, reading, rural primary school.

Resumo

Este projeto de intervenção educativa teve como objetivo promover a autonomia de leitura nos alunos do ensino básico através da concepção e implementação de abordagens pedagógicas eficazes. O objetivo central foi estimular o prazer da leitura, fortalecer a capacidade de compreensão crítica e incentivar a seleção e exploração autônoma de materiais literários. A intervenção foi realizada com alunos de uma escola primária rural localizada no município de Durango. Na fase de diagnóstico optou-se pela abordagem qualitativa e utilizou-se o método de pesquisa-ação. Da mesma forma, foram utilizadas técnicas de observação não participante e entrevistas em profundidade. Os sujeitos participantes foram membros da comunidade escolar em que ocorreu a intervenção, composta por oito professores e 191 alunos. Na fase de intervenção, deu-se continuidade à abordagem qualitativa, mas com observação participante. Através de atividades dinâmicas e interativas, os alunos puderam desenvolver a capacidade de abordar textos de forma independente, o que serviu para estabelecer uma base sólida para as suas competências de leitura ao longo do seu percurso educativo. Os resultados revelaram a eficácia de promover a leitura e orientar os alunos utilizando apenas os recursos disponíveis na escola, ou seja, sem a necessidade de materiais adicionais. Além disso, a resposta entusiástica dos alunos sugere que, com mais tempo, este tipo de projeto pode consolidar-se e gerar resultados mais robustos e benéficos. A leitura, conforme concluiu, representa uma oportunidade de melhoria para os alunos dessas comunidades.

Palavras-chave: intervenção educativa, autonomia de leitura, leitura, escola primária rural.

Introduction

In the educational field of Mexico, the objective of promoting reading and cultivating future readers persists in order to achieve the formation of citizens who enjoy reading for pleasure. However, so far, the efforts aimed at achieving this goal have not produced the expected results; That is to say, reading continues to be an uncommon practice among people, who limit themselves to reading only when they consider it necessary. Unfortunately, reading has become an activity perceived as "mandatory", intended mainly to fulfill academic or work purposes.

According to the Reading Module (MOLEC) of the National Institute of Statistics and Geography (Inegi) (2022), 71.8% of the literate population aged 18 and over reported spending time reading various materials, including books, magazines, newspapers, comics, internet pages, forums or blogs, although in one year the average number of books read was 3.9 per person. Regarding the duration of the reading sessions, variations were observed: the population without complete basic education spent an average of 32 minutes, those with complete basic education or secondary education spent approximately 38 minutes, while those who had at least one grade of higher education extended their sessions to 48 minutes on average (Inegi , 2022).

Among the literate population aged 18 and older, the most prominent literary genres were novels, short stories, science fiction, poetry and theatre, which comprised 39.5%. In second place, with 29.5%, were textbooks or books for university use in areas such as science, technology, mathematics, medicine, commerce, law, among others, as well as those on self-help, personal improvement or religious themes. In addition, 26.5% indicated having read general culture books (Inegi , 2022).

In the same group of the population that attended primary school during their childhood, 77.5% mentioned that, after doing some reading at school, their teachers asked them for comments or presentations about what they read. Likewise, 68.8% stated that their teachers encouraged them to read books.

On the other hand, seven out of ten people received encouragement for reading both at home and in the school environment, while one in ten, despite having read some material, stated that they had not received any encouragement to practice reading. reading during their childhood (Inegi , 2022). Among the population that indicated not reading any material, 46.7% attributed this

decision to lack of time, and 28.1% to a lack of interest, motivation or pleasure in reading, reasons that have persisted since 2016 (Inegi , 2022).

Throughout the history of our country, various actions have been implemented with the purpose of contributing to the "reading culture." For example, the Comprehensive Reform of Basic Education, which began in 2004 for preschool, in 2006 for secondary school and in 2009 for primary school (INEE, 2019). In conjunction with this, an institutional strategy to promote reading called the National Reading Program (PNL) was carried out, in collaboration with the Reading Corners and the National Program for the Strengthening of Reading and Writing (INEE, 2019).

These programs were designed taking into account the results of the PISA test of those years. This highlights the true focus of the system, which has not focused on "training readers," but on achieving good results on standardized assessments to facilitate national and international comparison. Thus, efforts have been directed toward ensuring that students achieve good performance on tests, rather than focusing on fostering the ability to read autonomously in the immediate future.

In this context, it is important to highlight that the school plays a fundamental role as a space conducive to "promoting reading", and teachers act as key mediators in this process. According to the results of a survey carried out by the International Board on books for Young People (IBBY México), in 2016, 69% of respondents identified friends and 58% teachers as the main specific influences for reading, which underlines the importance of the figure of the teacher in the formation of readers.

However, despite this relevance, most teachers are not usually avid readers. As Zaid (2006) noted, a survey would likely reveal that many teachers do not read, and this lack of interest is transmitted to students, causing a negative impact on their reading development. This worrying reality is reflected not only in the student environment, but also in the academic community currently, as Loría (2021) has stated.

From this, it can be inferred that part of the problem originates in the interests of the government and the educational system, who design various programs with objectives that apparently prioritize the promotion of a reading culture. However, these objectives do not always align with the expectations imposed on educational institutions. The actions proposed to achieve the vision of "a country of readers" seem to be losing steam, and what is really manifesting is a culture in which people describe the activity of reading as "boring" and "tedious." These terms, with negative connotations, further distance the reality from the desired goal: achieving "a reading

culture in Mexico", despite having projects such as "Reading Rooms", "Reading Olympics", "The Book Corner". " and "To read freely."

For this reason, the following question arises: why, despite these efforts, reading continues to be a challenge in Mexico? According to Camacho-Quiroz (2013), in our country, various factors—whether economic, cultural or pedagogical—intervene so that reading, conceived as a practice that combines the acquisition of knowledge with pleasure, does not become a common routine. in the Mexican population. In addition to these variables, the educational policies established by the government through the Ministry of Public Education (SEP) stand out.

In addition to the previous problems, we must not lose sight of certain significant aspects, such as the influence of globalization and large publishing consortia that have diverted the essence of books to give priority to the ability to attract certain segments of society, instead of promoting cultural or intellectual quality. In addition, editorial commercialization is observed, which encompasses the influence of the consumption relationship and the availability of spaces for reading. In other words, " bestsellerization " stands out, a phenomenon that has transformed the criteria for selecting and displaying books for sales purposes. The challenge of text distribution is also present, both in Spain and Mexico, linked to the economic crises that have directly impacted cultural products, including books (Camacho-Quiroz, 2013).

These factors, although they respond to economic and cultural areas, are part of this previously mentioned "reading culture", which is expected to begin in basic education schools. The objective is that students, upon completing their studies, take with them this reading training, regardless of the choices they make in their academic career. According to Argüelles (2002), most research on reading culture in Mexico agrees on a discouraging conclusion, which can be summarized in three statements:

1. Statistically, true readers are rare, since they constitute an intimate minority in a huge population that, even if they are literate and have some contact with books, cannot be called readers.

2. There is cultural illiteracy (a variable that transcends the functional) represented by people who, even though they know how to decode a word, a phrase, a sentence, a paragraph or a page, not only lack the habit of reading, but do not believe that everyday reading of books constitutes an experience worth enjoying.

3. These people can be (and in fact are) university students with humanistic degrees (even with doctorates); However, they are not interested in reading on their own initiative nor do they have a close trade with books (Agüelles , 2002, p. 56).

Given this statement, the need arises to analyze what happens in schools. What is your role in promoting reading and training readers? Do schools limit themselves to "teaching how to read" or do they promote a genuine interest in exploring various topics through reading? Examining these issues is essential to understanding the nature of reading in the school environment.

Based on this approach, the central question of this intervention is the following: how can reading autonomy be promoted in basic education students?

The school, historically in charge of teaching this skill, has not ensured the creation of readers, since the disparity persists in the ways of approaching reading, and the environment does not facilitate opportunities to read (Ruiz, 2021). Indeed, pedagogical reflection in schools usually focuses on discovering or creating the "optimal" way of teaching reading to respond to the duty entrusted by society: literacy (Gómez-Palacio, 1995). At present, we move in "a society that prioritizes standardized evaluation, seeking measurable and quantifiable elements to interpret reality objectively" (Delgado, 2016, p. 137).

Teachers have faced these demands and other additional ones, which has resulted in the persistence of practices linked to "a subjugated knowledge of reading." These practices focus on reading with the purpose of understanding (as a competence) to achieve indicators and meet the requirements established by PISA, a test that evaluates this knowledge (Delgado, 2016). The consequences of this "submission" to reading are manifested when students do not read, not so much due to lack of time—as is sometimes suggested in some surveys—but due to two factors identified by Ruiz (2021): firstly , the lack of motivation to read either on the part of the teachers, the librarian or the family; Secondly, the absence of access to books for reading, since it is limited to those provided by the SEP.

The teaching of reading in primary education is a topic addressed by theorists and researchers within the educational field, who have dedicated themselves to exploring the strategies used by teachers and the results obtained (Barboza and Peña, 2014). In this context, teaching practices related to the teaching of reading are examined, since these practices reflect representations that exert a significant influence on the levels of reading achievement both in the classroom environment and in the school in general. It is important to highlight that these practices do not always agree with educational policies and established curricula, as Nava and Rivas (2015) point out.

Indeed, the problem in the pedagogical conception has persisted in basic education for more than two decades, not only in the field of reading and writing. These concepts have an epistemological character, since they are part of the process of constructing didactic knowledge,

that is, how reading should be understood for its effective teaching (Block, 2003). However, the school has prioritized the mechanical acquisition of reading and has neglected its essence, that is, as a means of communication between the reader and the author through the text. Furthermore, the individual interests of children have been neglected when establishing contents, exercises and sequences (Gómez-Palacio, 1995). This situation leads students to link reading with boredom and boredom, while for teachers it means following a routine associated with the same children's difficulties in each school year (Gómez-Palacio, 1995).

The concern to cultivate reading skills from the initial stages of basic education is evident, conceived as a nest that houses those who, in the future, will make up society. Likewise, it must be recognized that the task of introducing children to reading involves the implementation of actions that favor not only the mechanical processes with which reading is taught, but also seek to captivate the student to awaken their interest in reading. reading (Tenti, 2009, cited by Nava and Rivas, 2015). Assuming that taste and pleasure are inseparable in the formation of autonomous readers and understanding reading as a life experience, which is enjoyed and enjoyed, can contribute profoundly to the formation of a person (Nava and Rivas, 2015). .

The objective is that readers, when approaching reading, are driven by the need to ask questions, which not only contributes to their academic progress, but also to their personal development (Nava and Rivas, 2015). It is also important to examine reading practices in primary education in more detail in order to design and implement seminars, workshops, courses and other initiatives that support teachers in their work in the classroom (Barboza and Peña, 2014). Likewise, it is essential to reflect on the relevance of the books published by the SEP, since in various regions of the country they constitute the only reading resource available for basic education students (Ruiz, 2021).

In this regard, Goodman (1996) believes that "children who learn to enjoy reading, when the time comes to choose, will choose to read. Those who learn to read, but not to enjoy reading, will rarely choose to read during their free time" (cited by Barboza and Peña, 2014, p. 134). In other words, a reader is prepared to learn on his or her own throughout life (Teco, 2012). This is precisely an autonomous reader.

In educational plans, the goals in the training of readers are usually related to the formation of habits. But, according to Duarte (2005), if we take into account that habits are acquired through repetition, it is likely that reading will become a merely intellectual action, which would leave aside the pleasure that this activity should have.

However, it is also worth clarifying that the educational goal cannot be limited to promoting only the pleasure of reading. Rather, we must talk about the promotion of reading, which implies the creation of a meeting space between books and children, although to achieve this two elements must be present: on the one hand, diverse, varied, simple or complex that are made around the text, the book or from the reading and, on the other hand, the "mediator" to bring the reading closer to his audience. This can be anyone who aims to bring books to children and young people (Duarte, 2005).

Finally, Duarte (2005, cited by Escalante, 2017) proposes the concept of "reader training", as he maintains that this term works better because it is related to the school, the institution and the literary education received there; Furthermore, importance is given to the reader as an active subject in the process and focuses on the interaction between the reader and the text.

In accordance with this idea, the word *reader* and not *reading should be used* , since this allows greater importance to be given to who constructs meanings from what is read, and not to the act itself that presupposes the action of reading (Duarte, 2005). Taking this into consideration, it is possible to redefine the intentions of a curriculum and institutional activities to have students who are interested in visiting libraries, acquiring books and even discussing the various texts they are reading. For the teacher to successfully carry out the task of training readers, he must be sure of his knowledge and be aware of his function. "This teacher must be a reader since this will allow him to have a generous tour of the literary universe" (Almada *et al* ., 2000, cited by Duarte 2005, p. 51). In addition, they must be an autonomous reader, who resolves doubts and provides the necessary information so that the reading is understood, as well as suggesting other readings and encouraging conversation about what is being read, etc. (Garrido, 2012).

Thus, the teacher's role must encompass both the teaching of reading and the promotion of this skill in order to contribute to the training of students as readers in the school environment. For this reason, it would be important to reconsider the concept that basic education teachers have of reading, since in this way different ways of influencing the reading development of students through teaching can be promoted (Gómez-Palacio, 1995). In the words of Garrido (1997), it is possible to discover that reading is a means that helps us understand ourselves and others, good readers will be formed.

Now, to train autonomous readers, it is necessary to make certain tasks mandatory, although being aware that for students who are not readers, autonomous reading does not exist, which is why they must first be made readers. Knowing this, the promoter imposes the reading when he knows it and knows what is best for him to do at that moment. Then, its first task is to interest those

who are training as readers, that is, to provoke their curiosity and enthusiasm (Garrido, 2012). To do this, you must have the textbooks corresponding to your grade, which should be in the "reading corner" of the classroom and in the school library (a space that functions as a true library).

Subsequently, it is important to recognize the moment in which students have become readers. According to Garrido (2014), a reader is someone who a) reads of his own free will, b) reads every day, c) understands what he reads, d) is able to write and e) usually buys books. But how is this training of readers carried out? The answer is only one: reading. "There is only one way to train a reader: to help him discover the pleasures of reading. Pleasures of the senses, passions and emotions; pleasures of knowledge, intelligence, reasoning and reflection" (Garrido, 2014, p. 24).

Garrido's (2014) proposal is the formation of workshops and reading circles where autonomous readers are trained, who over time will become frequent readers of various publications; That is, they will read books, magazines, documents, newspapers and texts on the Internet on a multitude of topics. To form these workshops, you can use the collection that a school normally has, such as textbooks and the so-called "corner books", which are complementary to the study programs and their purpose is to give students the opportunity to read materials. diverse. Although there is a reading corner in classrooms, it is not always given the importance it requires. This is relevant if we consider that for many students this is the only opportunity they have to get closer to reading (Domínguez, 2019).

In addition, the school should also have a space for the "school library", although it should be noted that the SEP (2010) has referred to "a still uneven development of libraries". That is to say, some have achieved recognition from the school community, while in other parts they are just beginning their work. "This is due to an enormous variety of conditions related to the personnel responsible for caring for them, the space and equipment they have, and the services they offer" (SEP, 2010, p. 83).

In a survey aimed at teachers and students, questions were included aimed at exploring their perception of the space designated for the school library: 44% of teachers rate it as "good" or "very good", and 28% consider it "bad". " or "very bad." When asked how they rate the library space for reading and working, 50% consider it "good" or "very good," and 17% rate it negatively (SEP, 2010, p. 41). .

From these data, it seems that the school library can allow an approach to reading, hence the work to convert this space into the main place for the training of readers in schools continues. For Mora (2018) the library plays a fundamental role as a facilitator of the student's comprehensive

learning. In its optimal manifestation, it promotes student autonomy and academic commitment by providing information and communication resources and services with the purpose of enabling them to promote significant modifications and improvements in their educational process.

The concept of a library is closely related to two crucial aspects in the educational process of students: facilitation of access and immersion in culture (Area and García Qismondo , 2016). Indeed, the school library offers the opportunity for children to join a group of readers that contributes to their formation as members of a community where rights and responsibilities are recognized. These spaces make it easier for children to share ideas, reflect and analyze what they read while building new knowledge with the guidance of teachers (Ripalda *et al* ., 2020).

The promotion of reading and the training of readers are fundamental concepts to comply with the premises established in the curricula. It is necessary to dedicate efforts to these two initiatives, and take advantage of the available resources to execute projects that prioritize these objectives in the school environment. Likewise, the limits of the study programs must be transcended and the goals proposed by the institutions in their improvement plans must be exceeded. In summary, this is the purpose of the present intervention: to promote reading autonomy in basic education students through the design and implementation of effective pedagogical approaches.

Methodology

This intervention was carried out with a qualitative approach, using the action research method, since it sought to investigate the aspects that could be intervened in an educational institution. In this regard, Latorre (2005) outlines the cycle of this methodology and defines it as "the process of reflection in action [which] is constituted as a process of research in action." The cycle of this method is structured in four phases: action plan, action, observation of action and reflection.

The development of an intervention plan, its execution and systematic observation form the structural basis of the research process. Furthermore, reflection and assimilation of the results obtained contribute to the adaptation and improvement of said intervention. As shown in Figure 1, this cycle can be repeated depending on the need and nature of the research, so that it can be adjusted to the evolution of the process.

Figure 1. Phases of action research

Source: Latorre (2005)

Based on the above, the action research method was chosen to explore the educational reality of the school located in the southwest area of Durango, a semi-urban environment. Likewise, this process was conceptualized as an "intervention project" aimed at promoting reading and cultivating reading skills among students. In addition, we sought to influence the school system to encourage more effective use of the books available in the reading corner and the school library.

The techniques used for this research were non-participant observation and in-depth interview. The data collection instruments used were the field log and the interview guide.

A close collaboration was established with the school community, made up of 11 teachers and 191 students. Over a period of approximately 2 months, group observations were carried out, followed by interviews with teachers to expand understanding of aspects that could strengthen the diagnostic phase. Subsequently, this first stage was carefully analyzed with the aim of identifying essential elements for the intervention.

As a result of the observations in the classrooms and the perceptions collected in the interviews, the importance of focusing on the encouragement and promotion of reading, as well as the formation of reading skills of the students in this institution, was determined.

Results

The intervention was developed in an institution made up of the director and eight teachers, each in charge of a specific classroom. In addition, the institution has spaces dedicated to a library, media room, arts, physical education and direction. Entry into the field took place in May 2022.

After the negotiation interview with the authorities to coordinate the entry into the field, an agreement was reached to start the first phase of the project. This stage aimed to carry out a diagnosis of the institution in order to precisely determine the intervention theme.

To carry out this diagnosis it was necessary to understand the internal dynamics of the school. To achieve this, the possibility of attending the teachers' classes was proposed, so our participation was limited solely to observation. The proposal was well received by the director and teachers, who agreed to the initiative .

Class observations extended over a month, and at least two rotations were carried out in each group at various times and days. These observations enabled a thorough analysis of the work dynamics of the teachers and the resources most used by the majority of them. Conversations were also held to identify their perspectives in relation to individual work, team work and the collective vision as a school.

The diagnosis revealed that the teachers worked in a work environment that they themselves described as "regular." Furthermore, it was observed that a traditionalist teaching approach prevailed, a conclusion that was supported with fragments extracted from the observation log, which were expressed as follows:

> *Upon entering the classroom, multiplication operations were found on the blackboard. The teacher directed the resolution of the operation, providing instructions to the students on how to approach it.*
>
> *The teacher started the lesson on the blackboard, drawing figures with the indication of calculating the area.*
>
> *The teacher suggested changing the notebooks to review the results, assigning a check if the result was correct, crossing out if it was not, and correcting.*

In the log records, a similarity was identified in the work approach of the majority of the teachers. On rare occasions, students were observed using materials other than notebooks and textbooks, which shows uniformity in the organization of the classroom, with a teacher located in front assuming the role of transmitter of knowledge to the students.

The activities focused on exercises written in the notebook and, thanks to the teachers' ability to print material in the classroom, worksheets on various topics were distributed. This led to a passive participation of the students, who assumed a receptive role in the face of the information presented. The dynamics of the class were mainly limited to reviewing previous content, carrying out an activity and then reviewing it. Although attempts by teachers to introduce different methods into teaching were sometimes perceived, these innovative practices were not very common. The teachers provided everything necessary in the classroom for the students to carry out the activities.

The main purpose of the interviews carried out with the teachers was to "explore the perspective of the teaching population in primary school and delve into their ideas regarding the different elements of the teaching-learning process ." During this process, detailed information was collected from each teacher, for which the interview was divided into four thematic sections: perceptions of the school context, the educational community, the teaching group, and teaching practice.

In the first section, focused on the school context, the questions were designed with the purpose of obtaining, from the teachers' perspective, a deeper understanding of the community in which the school is located and how parents participate in the students' learning process. When describing the community, teachers noted that people tend to be "closed," that there are frequent conflicts between families, and that parental involvement in students' education is limited. Although some teachers highlighted having a good relationship with parents, they noted that their role seems to be limited to getting students to school. In this regard, they mentioned: "I perceive that the father of the family has more to fulfill."

The teachers' responses provided a clear view of the environment in the community and revealed various conflicts between families that have affected the dynamics within the school. Additionally, teachers discussed the complexity of improving school dynamics with respect to ideas and attitudes embedded in the community. One teacher expressed this situation precisely when describing it as "a community that resists openings and changes for the better."

Likewise, some questions were designed to inquire about the initiatives that teachers have undertaken to involve parents in the teaching-learning process, as well as to establish a collaboration network aimed at improving various situations. In summary, the teachers shared specific actions incorporated into the School Program for Continuous Improvement (PEMC), which cover proposals and activities aimed at motivating, socializing and integrating parents. These also include cultural and artistic events designed to encourage parental participation.

Finally, teachers agree that the teacher-parent relationship has been limited to dealing with academic issues or carrying out cultural activities. Teachers agree that it is necessary to involve parents in the daily activities of the school.

In the next phase of the interview, the teachers detailed the characteristics of the students in their primary school. According to the teachers' expressions, the school's students are characterized as "hard-working", "diverse children", "mathematical children... they pay a lot of attention and try to learn everything they can, they ask questions...", "they like to achieve the challenges...", "they are participatory... they help each other...".

In addition, the work of the teaching group was questioned. The questions aimed to understand the interpersonal dynamics between teachers, how they approach and discuss various school situations, their ideas for improvement, and the individual contribution of each member within the group.

The teachers expressed the ability to work together; However, they also pointed out various problems that have restricted this collaboration over time. A teacher expressed: "Right now the school is divided into two groups and it is much more difficult to work like this in that situation, when you do not have the confidence to say this is happening to me in my classroom…". It is important to note that all teachers spoke out about this situation.

In the final section of the interview, teachers were questioned about their educational approach and practice. This segment provided a clearer view of the teaching style of the professionals, who shared their reflections on their commitment to the community and their dedication to raising the level of learning of their students. Most expressed a palpable enthusiasm for teaching and contributing to the educational field.

During that same period, we had a conversation with the then director of the primary school, who detailed the institution's facilities. In his description, he highlighted: "We have a school library and a network room." However, from our observations in the classes, it was evident that these areas were not used, and even daily activities were carried out exclusively within the classroom.

Later, during this conversation, he also noted:

> *Most teachers have experience in managing groups, but in terms of continuous training, they do not seek to update their knowledge or prepare for the latest educational trends. They are behind, they lack mastery of current curricula, methodologies and teaching techniques, and, as a consequence, they do not apply them in their work in the classroom.*

Furthermore, when asked about the reasons behind this situation, he expressed that apathy towards work or the comfort in which they find themselves are the main reasons.

After collecting all this information about the school and the educational actors that comprise it, the next stage was to devise an intervention plan. This plan aimed to establish a different work system, where teachers played an active role in resolving various situations that arose with students and the community.

Prior to the start of the intervention, a diagnosis was carried out that showed the marginality of the community surrounding the primary school. This situation is aggravated by the lack of connection between the educational institution and the community, a consequence of the lack of

coordination in teaching work. In view of this, a viable project was conceived that would not only effectively address the identified issues, but would also represent an opportunity to improve these aspects.

The initiative to involve teachers in activities related to the "training of readers" arose in response to the need to improve teaching practice at school. The main project, called "Plug in your library and use it!", focused on positively impacting the educational system with the purpose of promoting reading and cultivating curiosity about books, following the program guidelines of the Ministry of Education (SEP, 2017). Initially, we focused on adapting the space and generating a greater flow of visitors. As the project progressed, it was enriched and strengthened by the experiences and feedback received from both teachers and students. The result was a revitalized library and a significant increase in students' interest in becoming readers, as well as teachers' interest in encouraging reading.

Over the course of a year, an ongoing effort was made to revitalize the library. This process began with a meticulous cleaning task, which ranged from removing dust from the materials to organizing the books according to their respective themes. As time went by, detailed research was undertaken about the collection in the "library corner". In this context, the discovery of a book that detailed the categories of the collection arose, which motivated the decision to reorganize it into sections of literary and informative books, as recorded in the field log. This process did not go unnoticed, and as the abandoned library came back to life, both teachers and students were attracted, so they progressively approached the place.

As time went by, the fitting out of the library generated growing interest among students, who felt motivated to become readers. For some of them, this experience not only represented a stimulus for reading, but also an opportunity for self-knowledge. In parallel, teachers began to realize the wealth of resources available in the library and understood that they could integrate both books and space into their classes.

The students' queries reflected their newfound enthusiasm: "Where can I find books about birds, teacher?" or "Is there anything related to nature?" The students' excitement at discovering these resources was evident, creating an environment conducive to exploration and learning.

Likewise, the active collaboration of students who frequented the space was available (sixth graders were the main promoters). His contribution was fundamental in organizing the books into categories such as "al solito", "pasos de luna", "mirrors of urania", "astrolabio" and "guest comets". Meanwhile, other students continued to discover this renewed space and expressed their interest with questions like "can I grab a book?" or questioning the absence of the library on

previous days, with comments like "why didn't you come the other day? "We come specifically for books." The library began to acquire a relevant role in the children's daily routine, which is why it was consolidated as a vital space in their educational experience.

In this environment, the participation of students who faced challenges in the classroom was encouraged, giving them the opportunity to get closer to reading and the library. A palpable example of this impact was the experience with José, who was moving around, crawling on the living room floor. Given this situation, I asked the teacher if I could take him to the library for support, and I obtained her consent to leave class with him.

On several occasions, I shared readings with José and engaged in conversations about his daily life and at school. This process confirmed that these spaces not only foster closeness with students, but that reading stands as the most effective way to connect with them, understand their circumstances and create an alternative environment for teaching in a renewing space.

Gradually, the library was transformed into a corner suitable for discovering, exploring and knowing. Initially, teachers used this space to carry out short activities, taking advantage of it, for example, for meetings with parents. In these situations, while the teachers were engaged in specific tasks, the students were suggested to carry out some activity in the library.

In order to encourage the use of the library, the practice of regularly entering classrooms to share readings with students was established. This approach not only sought to encourage interest in reading, but also concluded with an invitation to cultivate oneself as readers.

Through reading, students discovered the possibility of acquiring knowledge about a wide variety of topics that interested them. On a specific occasion, the following was recorded in the log:

> The book was titled "The story of life, a story about evolution", I asked the students what they thought the book would be about, some said it was about animals or volcanoes (because of the drawings on the cover) so I told them. I explained why the drawings, as the title referred to, "talk about how everything on our planet was formed, what is the planet we live on?" They answered "the master earth" and what continent do we live on? I asked them, some looked confused, so I explained to them step by step; "On earth there are continents, there are 5 and they are made up of several countries, what is our country?" They responded "Mexico", I told them "exactly and Mexico is located on the American continent", then I explained why the name, in their faces you could see interest and astonishment at the information provided, even José was attentive.

Everything happened from the readings that they themselves chose. This place also became a refuge for those children who liked to explore different topics or who, sometimes, found that the topics discussed in class no longer satisfied their curiosity. There were also students browsing during recess and between classes. From the beginning, it was possible for this space to become the library and for the students to be interested in visiting it.

In mid-October, the library books were being organized; an important date in our country was approaching: the Day of the Dead, which was used to carry out the first activity with the groups in the library.

Together with the teachers, we worked to organize a reading space that would allude to this holiday. We reflected on which was the most appropriate reading for the students, 3 readings were available that made reference to this day, based on observing its characteristics and the activities that could be done, the reading was chosen and the activities that could be discussed were discussed. would make up the didactic sequence.

This approach allowed the socialization of ideas and needs that teachers had with respect to the objectives set for this school year with respect to reading and writing. In this way, we worked with each teacher to, through these books, promote reading with students and invite them to continue becoming readers.

After the diagnosis, different activities were organized with the agents involved in the school: students, parents and teachers. First, a program was developed where these activities were established. The central idea was for the library to become a space not only for students, but for the entire community.

As for working with the students, it was necessary to show them how the books were organized, the themes they could find, among other things. It was important that there was a process to be able to take the books and return them. Therefore, the groups were invited to show them this process.

Another important activity was to visit the city library so that the students could observe the arrangement of the books, what they could find and how they could make proper use of this space. It was a significant experience, since the students were more interested in going to the school library.

Additionally, the Reading Club was established, a space where students from 3rd to 6th grade gathered to participate in various activities related to reading. Most students in these grades joined the club, which led to planning different activities for each month.

During the first month, students were grouped into teams for the purpose of carrying out an outreach campaign. They were given the freedom to choose their teams based on their affinities, which allowed them to collaborate with peers from different grades. They were informed of the intention to invite other students and teachers to visit the library, and the importance of designing an attractive poster that would not only attract attention, but also provide detailed information about the experiences and resources they could discover and take advantage of that space.

Interested students gathered in teams to make their posters, and between classes some students would stop by to ask about specific details. By the following week, during our club meeting, all the teams had completed their posters. Then we took on the task of going to the classrooms to invite all the students to the library.

In the presentation of the posters, each team shared with the others the reasons why they should attend the library. Some teachers even supported the initiative with phrases or explanations about the relevance of reading in our lives. The posters were then strategically distributed throughout the school to ensure their visibility to everyone.

In the second month, we carried out the activity called "A day with your favorite character", which consisted of exploring literary books, especially those with stories or tales. In the club, students were asked to select a book that met these criteria, with the instruction to read it throughout the week and choose the character they would have liked most from the story. In the next meeting, they were encouraged to imagine that this character was their friend and they were asked to reflect on the activities they would do with him and to describe what "a day with their favorite character" would be like.

Students began choosing their books and approached them with questions about the topics and other details. At the end of the meeting, everyone had their selected book. In the following week, we made sure that students shared their writing with all members of the club. The experience was enriching when listening to the various narratives created by the students.

During the third and beginning of the fourth month, the activity titled "To find out more, let's search the library" was developed. In it, the students explored the information books and chose topics about which they wanted to obtain more knowledge; Furthermore, they looked for copies that could provide them with the desired information. The students explored topics such as space, water, animals, technology, science, among others. In the end, they concluded that the library was not only a place for recreational reading, but also a valuable space for learning about a wide variety of topics.

Simultaneously, they dedicated themselves to reading a book, selected by themselves, to be read over several weeks. On this, constant monitoring of their progress was carried out. Subsequently, they were asked to write a review about the work they had been exploring, an activity that was called "A sign of the review." For this, the Padlet tool , a technological internet wall, was used . Students accessed this through the link https://padlet.com/11677351/club-de-lectura-patria-y-libertad-b6mxz0v7qrhkjqnc . This wall was called the Patria y Libertad reading club. In addition to this, students could use different instruments (audios, videos, images, writings, among others) to write their review and share it on the wall. In addition, they could comment on their classmates' posts.

The club's last planned activity consisted of a list of library books. With the support of the students, the collections began to be reviewed in order to list them and ensure that this resource served for a better search for information. Likewise, in recent months, presentations of various books were made, with students from the club and with groups of "lower primary" students, this as a closing of the school year, an invitation to continue training as readers and as a reminder that the library would still be available to them.

The active participation of parents in this project consisted of involving them in the practice of reading, so that they brought literary promotion to the family environment. Likewise, a free reading workshop was held for parents, for which personalized invitations were extended to each of them. As a result, we managed to integrate a group made up of 15 parents.

During the workshop, they worked all morning reading the text "World Cups: I remember" by Marinozzi Gastón García, which allowed them to talk about those memories of their life, from their childhood to the current time, and connect with the reading and writing. At this meeting they were invited to support their children's reading training and were given a book that they could share with them. The activity promoted these parents' approach to reading; Then, they expressed numerous expressions of gratitude and reflections on the importance of this habit.

Regarding the involvement of teachers, a workshop was designed for them to work on issues related to the promotion and training of readers. In addition, the support of teachers belonging to the Reading Mediators Program (PROMELEE) of the Department of Education of the State of Durango (SEED) was requested. With the participation of 4 teacher speakers, the following topic was carried out: "Reading and writing, reading strategies with books in the corner and mathematical games and reading comprehension." During 4 intensive sessions, the primary school teachers were working with these teachers, who provided theoretical and practical elements

so that they could apply them with the students. Table 1 presents the objectives and duration of each of the workshop topics.

Table 1 . Literacy workshop sessions

Session No.	Issue	Aim	Duration
1	Reading and writing process	Provide theoretical-practical elements to teachers about the different moments that students go through in the acquisition of reading and writing through presentations, case analysis and reflections to achieve their consolidation.	Three hours
2	Mathematical games and reading comprehension	Share strategies with teachers to strengthen reading comprehension through mathematical games.	Three hours
3	Reading promotion	Share experiences and playful strategies to promote reading in the classroom and school.	An hour and a half
4	Reading and writing strategies: corner books	Provide strategies for the organization and use of the bibliographic collections that make up the school library through activities so that they can use them with students in favor of their reading and writing process.	Two hours

Source: self made

During the workshop, teachers explored the bibliographic resources of the school library, which facilitated an approach to the "books in the corner" and provided an experience on how to encourage reading with students. In addition, the teachers developed various activities and exercises that they could apply with the students in order for them to perceive how reading can be transformed into a pleasant activity worth enjoying.

With the purpose of transforming the perception of reading among teachers, this workshop was carried out. The results of the activities were positive, as a significant change was evident in the attitude of the teachers, who began to actively incorporate the practice of reading into their lesson plans.

In one of the last meetings, suggestions were provided to teachers on how to continue promoting reading and keeping the library active. In this sense, it was agreed to designate a responsible teacher each month to keep a record of the readings carried out and the activities related to them. This approach seeks to ensure the continuity and effective development of reading practices in the institution.

To conclude the intervention, a meeting was held with students and teachers. The latter expressed their gratitude for the work and support provided to the institution. The students expressed their joy at their participation in the library, excited by the possibility of exploring new stories and books. In addition, the importance of teachers continuing to use this space and incorporating reading into their activities was highlighted.

Discussion

Despite the coordinated efforts of the government, the SEP and different organizations to cultivate a reading society, this purpose has not yet reached its consolidation. For this reason, the focus in schools must be redirected to prioritize the promotion of reading and the training of student readers, instead of simply looking for high statistics that indicate that all or most students read.

IN this sense, according to the most recent PISA report, Mexico ranked below the OECD average in all areas evaluated, including reading, which indicates that there are still significant challenges in terms of literacy and reading comprehension in the country.

Now, part of the problem with reading in school in this work lies in the teaching approach carried out by teachers, that is, a traditionalist one, based on memorization and repetition of information that does not encourage students comprehension and critical thinking, two skills necessary for reading. In the same way, the simple transmission of knowledge from the teacher to the student limits the learning opportunities that could occur in the classroom.

Teachers, therefore, must understand that students need to develop skills such as creativity, critical thinking, collaboration and communication to optimize the learning experience. In addition, they should promote reading as a pleasant activity through which they can present ideas, criticize, suggest and even rewrite the stories, if they prefer. To do this, however, the conception that teachers have about the reading process must be modified, that is, they must assume their role as mediators to begin to achieve achievements and objectives aimed at the formation of reading students.

Now, regarding a strategy highlighted in this work, we can mention the reading club, a space in which students met regularly to discuss books, share their impressions and discover new readings. This club was led by teachers and focused on specific activities or exploring different genres of books. Continuing with this strategy is fruitful for students and variants can be included that improve the experience.

Likewise, parents were included in the writers' workshop. Although expectations were not high for the school, the result was favorable, as several reading parents were discovered who were motivated to instill reading in their children, a situation that should be taken advantage of and

included in school activities. In this regard, it is worth highlighting that the lack of connection between the educational institution and the surrounding community, as well as the teachers' perception of the limited participation of parents in the educational process, is a gap that can negatively affect the comprehensive development of children. students and the effectiveness of school initiatives.

On the other hand, the results of the intervention project suggest that it is feasible to carry out these activities without requiring an extraordinary effort, since we worked with the bibliographic resources available at the school and took advantage of the space already assigned for the school library. What made the difference was the perspective that was adopted when understanding that, in that particular context, it was essential to offer learning opportunities to students and that, through reading, they were shown the diversity of the world to broaden the vision they they had of him (Garrido, 1997).

Before this strategy, teachers' attention was not focused on promoting reading or developing readers, since they preferred to resolve interpersonal conflicts between students, which completely separated them from this vision, essential to provide quality education. to this student community.

Therefore, it is essential for teachers to question and reflect on the relationship between group dynamics and student learning. Although at first glance they may seem like independent issues, we were unable to capture students' interest in reading until we returned to focusing on their learning process. It is not about demanding additional effort, but about the willingness to contribute for the benefit of the students.

Likewise, it is important to analyze the results obtained during the intervention, which required various promotion strategies. These actions encouraged students to delve into reading, explore books and understand the various learning that arises from this activity to try to integrate it as a fundamental part of their daily life (Garrido, 2012). In this context, the role of the reading promoter is highlighted and the essential role that teachers must play in the training of readers is underlined. In this sense, avoiding the school library and promoting reading was one of the main incentives of the project.

The active role of the different educational actors—including students, parents and teachers in the intervention process and the design of specific activities for each group—demonstrates an inclusive and collaborative approach that seeks to strengthen the links between the school and the community, which is why it is important to continue carrying out these experiences and establish objectives that lead to the formation of readers in the community.

When examining the results obtained with the students, it is evident that they are still on the path towards consolidation as autonomous readers. Even so, they show a genuine interest in adopting the role of readers and have transformed their perception towards reading. It is true that the road to their training as readers is long, but if teachers persist, they could provide students with a meaningful future, with more and better life opportunities thanks to the transformative power of reading.

Conclusion

Establishing a reading culture has been an ongoing goal since the 2000s, driven by changes in educational policies and the need to design effective programs that foster literacy among students. In this study, it is observed that schools have faced the challenge of balancing the pressure for standardized test results with the need to promote a more comprehensive view of learning, especially in the area of reading.

In fact, the research results show a mixed picture regarding the promotion of reading in educational institutions. Although significant progress has been made in the promotion of reading, especially with the implementation of policies and programs aimed at promoting literacy, obstacles persist that prevent some institutions from moving away from the traditionalist approach to teaching, which is characterized by a emphasis on the transmission of knowledge passively, where the teacher is the only provider of information and the students assume a role of passive recipients. In this context, reading is primarily conceived as a tool for acquiring information and meeting curricular requirements, rather than being perceived as a pleasurable and meaningful activity in and of itself.

However, to prioritize the development of autonomous readers, it is essential to change this paradigm and recognize reading as an activity that goes beyond the simple acquisition of knowledge. Reading, therefore, should be conceived as an enriching experience that allows students to explore different worlds, develop their imagination, improve their understanding of the world around them and build their identity as critical and reflective individuals.

This paradigm shift requires a joint effort by educational actors, including teachers, directors, supervisors and those responsible for formulating educational policies. In addition, it is necessary to implement pedagogical strategies that encourage reading as a pleasant and meaningful activity, such as the inclusion of diverse and relevant literature for students, the creation of

attractive and welcoming reading spaces, and the promotion of independent reading outside of hours. school.

In addition, support and training should be provided to teachers so that they can adopt more student-centered pedagogical approaches that encourage participation, reflection and the development of critical thinking skills through reading. To promote the development of autonomous readers, it is essential to recognize and address the obstacles that prevent some institutions from moving away from a traditionalist approach to teaching.

In addition to this, one must be aware that the promotion of reading not only has a significant impact on the development of linguistic and cognitive skills, but also plays a fundamental role in the comprehensive education of students in a diverse and multicultural community. . In other words, by promoting reading, a series of skills and competencies are being cultivated that are essential for life in society and for the personal development of individuals, since it promotes empathy, since it allows students to immerse themselves in experiences. and emotions of the characters in the books. Through identifying with these and understanding their points of view and circumstances, students can develop greater sensitivity to the experiences of others and learn to relate more compassionately and empathetically in their everyday interactions.

Additionally, reading promotes critical thinking by challenging students to reflect on the themes and dilemmas presented in books, question assumptions, analyze evidence, and come to their own informed conclusions. This reflection process allows them to develop analysis and discernment skills that are essential to participate in an informed and active manner in society , which is essential to build an increasingly diverse and globalized society.

For this reason, for the specific case of the students from the Durango community of this research, these skills must be enhanced to improve their quality of life and expand their vision of the world, with opportunities, experiences and learning that contribute to their development. personal, physical, mental, professional and social.

Finally, although the results show that more than half of the students have developed a genuine interest in reading, it is important to highlight that this process of training autonomous readers is gradual and will continue to require sustained efforts in the future. However, the legacy of this project is clear: the seed of reading as a fun and enriching activity has been sown, as the foundation has been laid for students to become avid and autonomous readers in the future, as observed in his willingness to immerse himself in the world of books (Garrido, 2014).

Future lines of research

The intervention carried out in the educational institution provides a complete vision of the situation and the results obtained. From this, several aspects can be identified that could be the subject of deeper analysis or require complementary work in different areas:

1) Impact on the community and relationship with parents: In the first aspect, it was observed that the community has a certain resistance and lack of openness to changes. Therefore, future research could analyze in more detail the sociocultural factors that contribute to these behaviors. Also, the relationship between teachers and parents is mentioned as "limited." Therefore, a more detailed study could explore specific strategies to improve parents' involvement in their children's school life.

2) Internal dynamics and teaching collaboration: The division into two groups of teachers and the lack of trust between them is a critical element. For this reason, a deeper analysis of the reasons behind this division and the identification of strategies to improve collaboration would be beneficial. Likewise, explore how the intervention influenced internal dynamics and whether a change in perception and collaboration among teachers was achieved.

3) Development of reading skills: The importance of reading in the intervention is highlighted, so a more detailed study could evaluate the specific impact on the development of students' reading skills and how this approach could be extended or improved.

4) Changes in teaching attitudes and practices: Although positive changes in teachers' attitudes are mentioned, it would be valuable to delve deeper into how these affected their teaching methods and whether they translated into significant improvements in student achievement.

5) Inclusion: The experience with José [1]highlights the importance of creating inclusive environments, hence a more detailed analysis could explore how the intervention impacted inclusion and support for students with particular challenges.

6) Sustainability of the intervention: The importance of keeping the library active and continuing to promote reading is highlighted, so that follow-up work could evaluate the long-term sustainability of the intervention and strategies to ensure the continuity of positive practices.

These suggested aspects could contribute to a more complete understanding of the intervention and provide valuable findings for future planning and improvements in the community, in the teaching community, in student learning, and in school dynamics.

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[1] José is the boy who moved around crawling and with whom we had private conversations, in addition to sharing readings.

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