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The Magazine as a Pedagogical Resource for the Animation of Reading in First Grade Students

ABSTRACT

The general objective of this research work was to implement the journal as a pedagogical resource for the animation of reading in the students of 1st grade of primary school of the Bolivarian School "San Vicente" of the municipality of Zamora, Falcón state, where in a survey applied to the students, it was possible to know that they did not show any interest and motivation towards reading, stating that it was boring and they didn't like it because they were long readings. The study is based on Rosenblatt's Transactional Theory of Reading (2002), Piaget's Constructivism (1979). It was developed with a descriptive methodology, non-experimental design and a sample of twenty-two (22) students to whom a questionnaire structured in 10 items was applied, on a Likert response scale (Always, Almost Always, Sometimes and Never), validation under expert judgment and reliability by means of Cronbach's Alpha Coefficient. Data were analyzed using descriptive statistics (frequency and percentage of responses given). The results show that children do not feel motivated towards reading because teachers do not promote activities to encourage reading. For this reason, it is concluded that to encourage the child in reading, the magazine should be implemented as a pedagogical resource to develop in them skills and abilities that make them good readers from an early age and not only get involved in the world of reading but to apply their own knowledge and knowledge of their school and community.

Descriptors: magazine, pedagogical resource, animation, reading, students, readers

Biographical Review Venezuelan, MSc in Rural Education. Universidad Pedagógica Experimental Libertador, Diploma of Neurosciences, Professor in Integral Education Universidad Pedagógica Experimental Libertador. Teacher of the Bolivarian Primary School Classroom "Puerto Cumarebo".