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Motivating Strategies to Strengthen the Reading of Children, Girls in Time of Post Pandemic Alarm

ABSTRACT

The scientific concern was the lack of reading strategies by parents and representatives at times of the pandemic. What generated the study was the deterioration in the reading processes in the students, causing the teacher to see this area deteriorated at the beginning of the classes. Its objective is to propose motivating strategies to strengthen children's reading in times of post-pandemic alarm. The theories that supported the study are motivation and meaningful learning. Framed in the line of research, participatory and transformative action based on what is applied in practice against the didactics of the language in the primary school "Carlos Quintero Alegría" Tinaco Cojedes, the research focuses etymologically to perfect reading, a process that results in spelling. It was a qualitative research, based on a participatory diagnosis carried out at the "Carlos Quintero Alegría" Primary School. With an enrollment of 16 students. In this field of action, the critical knot present in the reading was evidenced. An action plan was designed with motivating strategies in order to significantly influence each student. The results indicated that it is important for the teacher to seek strategies to motivate, raise awareness, execute and promote reading spaces in homes. Concluding that the instructional management of guides was given, the community teacher was scheduled to communicate virtually with the parents and representatives, following the Biosafety regulations.

Descriptors: Strategies. Motivation. Reading. Alarm. Post Pandemic.

Biographical Review: Specialist Carmen Alicia Mosqueda Galeno. Specialist in Primary Education Simón Rodríguez National Experimental University. Currently Classroom Teacher. Previous positions: Classroom teacher. Currently completed the Master's Degree in Primary Education, pending Title.