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PLAY AS A MOTIVATIONAL STRATEGY FOR PROMOTING READING AMONG FIRST-GRADE STUDENTS AT THE GRAN MARISCAL DE AYACUCHO BOLIVARIAN SCHOOL

Author: Norelis Maibelis Diaz Estevez

Email: maibelis25estevez@gmail.com

ORCID Code: <http://orcid.org/0009-0002-0503-0789>

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ABSTRACT

The objective of this study was to propose play as a motivational strategy for promoting reading among first-grade students, Section "A" at the "Gran Mariscal de Ayacucho" Bolivarian School in Calabozo, Guárico State. The methodology was framed within the positivist paradigm, with a quantitative approach and a Feasible Project approach. Similarly, the population for this research consisted of two teachers. The sample was a census-based sample consisting of two teachers. A survey was used to collect data, and a questionnaire was administered to a group of two teachers at the school under study. The results show that the teachers surveyed do not use a variety of games as a resource to expand vocabulary and improve comprehension of the vocabulary present in the texts read by students. Regarding reading knowledge, a notable trend is evident in the pedagogical practices of first-grade teachers, aimed at helping students identify the main ideas of a text, transforming an essential cognitive process into a dynamic, participatory, and engaging experience for children. It is concluded that teachers use strategies, but they have not had an impact on students with reading difficulties. Therefore, play was proposed as a bridge to promote and improve reading in children, so that teachers could appropriate these strategies and significantly improve students' reading process.

Keywords: Playful, Motivational strategy, Reading promotion, Students.

Biographical Summary: 4th-year student of the Comprehensive Education Program in the Educational Sciences Area at Rómulo Gallegos University.

