
***Lectura en preescolar desde la biblioteca escolar:
importancia de su orientación a la familia cubana******Preschool reading at the school library: importance of its
orientation to the Cuban family*****Odaimi de la Caridad Castro-Tapia****Rosalva Beatriz Aguilera-Gómez****Jonney de la Caridad Ubeda-Medina**

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Resumen: El artículo se relaciona con la lectura en preescolar, lo cual ha sido abordado en Cuba por su importancia para el logro del máximo desarrollo infantil con el apoyo de la familia, asesorada desde la escuela en contenidos como el análisis fónico. El estudio documental realizado aportó potencialidades y limitaciones para desarrollarla con estos niños y sus familias desde la biblioteca escolar. Es su propósito revelar el valor mediado por la orientación con la intervención del bibliotecario, según lo propicie el ambiente de casa o la comunidad en el contexto cubano.**Palabras claves:** Lectura; Educación Preescolar; Orientación a la Familia; Biblioteca Escolar

Abstract: The article is related to preschool reading, which has been vastly addressed in Cuba due to its importance for the achievement of a maximum child development with the support of the family; its content has been guided by the school in such matters as phonetic analysis. The documentary study carried out showed potentialities and limitations to develop it with children and their families at the school library. The paper aims at revealing the value of the intervention of the librarian orientation, propitiated at home or at the community in the Cuban context.**Keywords:** Reading; Preschool Education; Family Orientation; School library

Introduction

Reading has evolved together with the development of humanity. In each elapsed period there are significant differences in the formats or material supports presented and in the position of a reader trained at the school to be increasingly critical, interactive and competent with respect to the text. The issue has been defined from different positions, so several experts (sociologists, psychologists, pedagogues and linguists) have issued relevant criteria; in particular, specialists in semiotics, among which are Bernard (2004), Venguer

(2001), Zalazar (2002) and Eco (2000). In general, they demonstrate the variety of edges in which the reading has been addressed and also its complexity. Other criteria is conceived in its relationship with writing mediated by the combination of the organs of hearing and vision, the interpretation in correspondence with the style of the reader and the knowledge acquired by the subject, for the satisfaction of a particular purpose.

Other positions, among which stand out those of Portales (2005) and Fowler (2004) consider it a social process that puts the reader in relation to their environment, so from these points of view the authors consider writing and linguistic symbols essentials to read or as a form of its concretion. They place the book as the epicenter of culture through knowledge, with the intervention of the school (Montejo, 2010).

Authors such as Lotman (2000) and Peirce (1974), recognize reading from semiotics with a broad conception of text and its value in communication, by conceiving it in figures, paintings, sculptures and others, which indicates the existence of variants for its access and demonstrates its progress, relationship with culture and society. In the same way, Echeverría (2005) and Eco (2000), refer to the changes of support in which they are read, given the increase in digitization. This leads to the emergence of new texts and readers from an early age (Zamora, 2000).

The criteria presented has been considered by researchers of preschool education in Cuba as Cuenca, Moreno, Sampayo, Núñez, Rodríguez, Del Risco, *et al* (2015), to support the need to train communication agents, in favor of the development of reading skills during early childhood. In this direction, the current school curriculum has been transformed and guidance for work with the family deepened, according to the moments of child development, based on the socializing of recent scientific results, which express this.

However, the referred authors reveal that reading has been less attended in Preschool, where prevails its treatment with cognitive approach and its structuralist teaching from the development of content such as phonic analysis. In the same way, the school library is not included enough to guide the Cuban family at times that are conducive to the educational process in this first educational subsystem.

In this sense, the objective of this paper is to reveal the importance of the development of reading in Preschool using the school library and the need of its socialization with the Cuban family.

Development

The diversity of texts for reading, due to the scientific and technological development achieved in Cuban society, implies that the family gets related to various media of information on television, radio and electronic devices, which influence the presence of the texts that are commonly approached with the children, that is, a story of the Martian work can be seen in the form of an audiovisual, in pamphlets, or books of different formats. Other images of some stories can be found in texts that are not necessarily on paper, such as in the napkins for children, towels, soaps, or clothes. That is why the school library should take advantage of these opportunities to guide the family with pedagogical resources that enable reading in favor of maximum child development, mediated by the various forms of reading that can be developed in preschool ages.

The aforementioned is given, according to Landow (1995), by hypertextuality, following the term of Theodor H. Nelson in the 60s of the last century; when saying that:

(...) hypertext is understood as a type of non-sequential writing, a text that bifurcates, which allows the reader to choose and read better on an interactive screen. According to the popular notion, it is a series of blocks connected to each other by nexuses, which form different itineraries for the user (p.18)

These opportunities to read offered to children should not be missed by educational institutions, because it is significant the increase of families that come into contact with information and communication technologies, which implies that small children are closer to the digital world with respect to the adults themselves, this issue should be seen elsewhere as another of the ways that include to stimulate their development from the early ages. The transformations that exist in society force adults to change traditional patterns and incorporate new knowledge into their cultural heritage.

In this sense the members of the household should be attentive to what is said about the topic in the school, what should be read in front of the child or with him, understand what

time they can devote to digital reading and directly influence the need of their child to interact with other ways and supports, without putting the technology to compete with the book or to impose reading, but accompanying children and guiding them to select the information they need and to obtain from it a knowledge for life.

It is important then to point out the need to discover other look at reading with preschool children, beyond the codification of letters, before they receive content such as phonic analysis, in such a way that it serves as a precondition to this element of knowledge in correspondence with the interests of age and its promotion in a coherent way with the classroom through the support of cultural institutions such as school libraries.

In this regard, we agree with Picouch (1986), when he states that "... reading is a factor of the child's personality because of the influence it exerts on their school performance and the intellectual development of the child, which is important for the education of moral qualities" (p.56).

So it is necessary that the educational agents involved in the initiation of the child in the reading process, take into account the need to incorporate the greatest number of visual representations in relation to childhood emotions typical of this age in favor of their development.

That is why communication with the child and the representation of the texts with dialogue is important for the better understanding of the child in preschool age, due to the prevalence of representative thinking, hence the necessity of the guidance of the adult even in moments of rest, in activities that thus propitiate it at home is essential in their preparation for life (Fons, 2006).

Reading an appropriate text for the small children development with the help of the parent favors the child's ability to solve their problems, contributes to the mastery of their language, the development of intelligence and psychological balance when it is related to the world in which they live, since early ages.

Regarding the topic, Vigostky and Luria (2007) assert that "... the child must be motivated by beauty or fantasy in the texts and enjoy the message inspired by the example of the family" (p.45).

In correspondence with this conception, Cuenca, *et al* (2015), recognize that the adult must develop the child's critical sense through communication, to express what he thinks of the text, find the relationship of what he reads with his expectations and use imagination appropriately. Consequently, González (2009) emphasizes the need of adult support in the experience, to encourage children to learn with greater autonomy, according to their interests and needs.

The family must understand the value of accompanying small children in reading at the first ages, being participants of their expectation, of their reactions to the text, making them feel confident of what they have learned, fostering the need to use that to expand their vocabulary. In the same way parent's support serves as mediator for the achievement of children's maximum development. The elements corroborate the therapeutic value of reading with the proper use of content information in the sources they use without restricting it to the simple translation of a code.

It is important that an adequate environment be created in the family for the development of reading, so that the child has access to the information from an early age and sees its usefulness in each process that he lives during the day. The educational work of the adult in the stimulation of the taste for reading depends on factors such as the selection of the subjects in correspondence with the age, the interests, needs, illustrations in the texts, their coloring, the size of the letters, as the adequate time to know the world in which they live, to dream or imagine through the various texts available. To do so the family environment must be favorable, playful, void of tensions or distractions other than the reading moment.

In the same way, it is important that reading activities be carried out in different spaces, whether at home, in the classroom, in the school library or in public libraries, among others. This process should not be imposed, but the favorable situations must lead to enjoyment, free of the usual authoritarianism of other tasks. It is necessary to teach children to love reading, and do so with pleasure and not as punishment. Correspondingly, the adult must ensure that the text is welcomed by the child, on it depends the success of the activity, of the parent's attitude also depends this process, which will revert in future school learning.

It is necessary to emphasize the criterion of González (2009), who states that: "... the importance of preschool teachers influence reading through dialogue with children, which

contribute to the establishment of analogies between the surrounding environment and the situations that appear in the stories" (p.24). In this sense, the communication of the family with the school is essential for the achievement of unity in educational influences and the cultivation of love for reading.

Other specialists state that the family should know the obvious fact that the presence of illustrations in children's storybooks is ideal to stimulate reading, an aspect that undoubtedly benefits the reading process. The images accompanied by a text have different effects in the readers as they grow and interact with the same material, which is why from the school it would be convenient to teach them to read with images and to familiarize them with texts other than books.

It is fundamental for preschool children to read images in correspondence with the words that represent them. From the pedagogical point of view, it is a support for the understanding of the different concepts, with which the infants interact, from the simplest ones like a princess or a flower to the most complex as the volcanoes. From the artistic point of view, the illustrations contribute to complement the beauty of these concepts and the application of their knowledge. The aforementioned elements are indispensable premises for the selection of the book in correspondence with the age of the children.

Experiences expressed by school librarians of Primary Education obtained in professional practice corroborate that the economic factor influences the selection of children's texts exhibited in fairs or bookstores, examples such as the illustrated dictionaries, pocket books or posters are the most sought after. Elements such as drawing, color, and the combination of the variety of formats in which they are presented, result in a social opportunity for the family to selected what´s best for their child.

Despite of the expressed economic issues, there should not be a limitation for children to read. The family should allow to be guided by the school essentially by the school librarians in favor of providing tools that contribute to the selection of texts according to the moment of child development, so that there is greater interaction with the sensory organs and that the concepts addressed are represented or accompanied by their corresponding images for their understanding. In this sense, the reading possibilities would be wide; variants can be used

based on imagination and creativity that characterize the worker of Cuban preschool education, and that favors a way of orientation to the family by the school library.

There are other types of texts that are not presented to the child, necessarily on paper or cardboard. It is important to guide the family in reading with new formats close to their environment that contribute to the stimulation of this process from home. Variants such as family photos, paintings hanging on the wall, or even the wall paper, encourage reading with children. Other examples that can be taken advantage of are the natural landscapes, the symbols, the icons or the signs that can be used by the family and the school to broaden the conception of reading through communication.

So far it is evident that the school, the family and the school library have a great involvement in the support they must offer to preschool children to motivate, guide and increase the enthusiasm for reading, because the child at the preschool age is prepared to do it with family and school. The adult should seize the opportunity that the text provides, a good excuse to talk at any time with the child (González, 2009).

The educational transformations that have taken place in Cuba include reading in preschool reunions associated with texts such as paintings, sculptures, nature, among others, which implies its conception beyond the codification and decoding of linguistic signs. An important aspect is the orientation to the family to accompany the child in the first teachings.

However, it is notorious that in preschool period the orientation associated with educational agents is led by the figure of the teacher (the instructor), with the participation of social organizations but they do not have present in the reading process the school library where one can develop the taste for reading; also, the educational community is served in correspondence with the educational interests in favor of the child and his family.

Although changes are intended for reading, even the pedagogical activities in preschool are aimed at the codification of letters and the establishment of correspondence with the sound they represent. Current curricular transformations point to other forms of reading with a semiotic approach where the greater representativity of images is enhanced before initiating the reading of the alphabet. This possibility allows the child to be more securely prepared to

the reading process in the first grade and the acquisition of skills in the articulation of sounds and better placement of the motor phonic organs that are involved in the projection of the voice.

However, in the school, the diagnoses pay attention to the individual particularities of each child but in relation to what the programs show, they connote the attention to the linguistic symbols, essentially of the vowels and some consonants related with the experience of the children in the house, such as m, l, s and others such as r. These letters combine to form syllables and simple words, with the guidance of the preschool teacher and mechanical learning. However, the arguments do not include actions that involve the school librarian to contribute to this process basically through play, recreation and in conditions different from the context of the classroom in favor of culture.

Authors such as Cuenca, Moreno and Guerra, (2014), express from the communication, the relationship of reading with verbal components. They emphasize the construction and comprehension of messages to regulate the behavior of children with the support of the adult, so their value is inferred in the formation and development of the child's personality. Researchers such as Vega and Núñez, (2014), conceive their application through the understanding of the codes of some signs of greater complexity such as traffic signals with respect to those received such as pedestrian crossing, traffic light or cultural centers among others.

The authors grant importance to the oral construction of messages contained in the texts and to the relationship of the contents they carry, with other areas of knowledge, which favors the integrating work during the educational process with the children and the orientation to the family. So the teacher is responsible for directing the process of literacy, through the coding and decoding of linguistic signs, while the school library corresponds to the psychological process of reading (motivation, interest, taste, etc.) and from that perspective, the instructor can conveniently guide the family to conduct this process at home in a manner consistent with the school procedures.

Conclusions

The indicated theoretical postulates describe the development of reading and its importance in preschool age as well, from which derives the necessity of intervention of the school library to guide the Cuban family in this process.

The implementation of the programs and curricula in improvement do not include the school library, nor do they offer orientations to support reading in preschool, a matter that needs immediate attention.

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