
La promoción de la lectura desde la biblioteca universitaria

Promoting reading at the university library

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Resumen: La promoción de la lectura invita a la reflexión, la admiración por lo bello, la adquisición de conocimientos por parte del estudiante, manifestándose en su conducta diaria y en su futura labor profesional. Es propósito de este trabajo proponer algunas actividades para incentivar el gusto por la lectura de los estudiantes universitarios a través de actividades de promoción diseñadas a tal efecto. Se utiliza el método analítico-sintético con enfoque sistémico-estructural-funcional para fundamentar, argumentar, establecer relaciones, nexos y valoraciones.

Palabras clave: Promoción de la lectura; Comprensión lectora; Capacidad lectora; Comprensión de textos

Abstract: Promoting reading is a task that highlights pondering, admiring the beautiful, acquiring knowledge, to be used in the student's everyday life, and in the performance as a professional. The aim of this paper is to recommend some activities to enhance the reading preferences of the university students through some promotional activities designed for that purpose. The analytic- synthetic method with a systemic-structural and functional approach was used for arguing, establishing connections and valuations about the matter.

Keywords: Promoting reading; Reading comprehension; Reading skill; Text comprehension

Introduction

Reading contributes irrevocably to the integral formation of individuals as it provides the information it needs in the fields of science, technology, art and any other branch of knowledge and entertainment. Researchers such as Grass (2002) and Arias (2000) agree on this; the latter refers that there is a close relationship between reading and communication, since through it the information is socialized, contributing to the development of communication. Cruzata (2008) argues that reading is the process in which the subject

(reader) shows and develops skills when interacting with the object (book), so that by assuming this activity he demands the satisfaction of emotional and intellectual needs, where the access to information becomes the most pressing need and skill.

That is why the promotion of reading with high quality has been one of the aspirations of the Ministry of Higher Education in Cuba through a competent staff in their performance that contributes to instruct and educate the different generations in correspondence with the demands that Cuban society claims.

Within this staff is the librarian or information specialist who, as a promoter of reading, has among its functions: to facilitate the reader's relationship with the knowledge, information and pleasure that conscious reading provides; guide the reader in the search for knowledge from their interests and academic, professional, work or personal needs; socialize with other agents training readers - teachers, parents and other family members - the promotional work of reading; act as an agent of change in the institution where he works actively integrating the work of the other educational agents.

The pedagogical foundations that distinguish the function of the librarian promoter of reading, in his permanent work, characterize him as a teacher committed to the changes of a developing society, in which information technology and communication have a significant and influential role. communication, through which it must combine and complement the traditional way of reading, of assuming the readings and the processes of search, recovery and use of information for the training of users who appropriate knowledge, enjoy what is read, and come to create; that is, turn them into assiduous and spontaneous readers (Colón, 2011, p.16).

The librarian promoter will function as a mediator, as a bridge or link between the books and those first readers, which will facilitate and facilitate the dialogue between both. It is the facilitator of information, is responsible for providing school children with the educational materials they require to perform their tasks or recreational work. It must achieve that the promotion of reading is the essential axis of its services, and not only a service more focused on the offer of a set of activities or playful proposals.

The librarians of the Center for Scientific and Technical Information (DICT in Spanish) of the University of Guantánamo, aware of the role they should play as promoters of reading, seek to make this work more effective every day, having as a starting point the objectives of Higher Education, the need to support the educational process, and the development of habits and capacities. In correspondence with this is the purpose of this work to propose some activities to encourage the taste of university students by reading texts of different types.

Development

The promotion of reading has been investigated by prestigious intellectuals who tried to establish a relationship between the promotional methods and the content of the work of promoting reading as dialectical categories in development. It was introduced from the creation of nascent libraries inherited from the pre-revolutionary period, reflecting a process of change in which philosophical, psychological and sociological phenomena take place that take place in the knowledge and use of promotional methods and of the texts being promoted, although there was no defined strategy for it. (Baxter, 1999)

The treatment to the promotion of reading began in a pragmatic way, generating a flowering in the development of a theory in which psychological and didactic criteria were considered, a problem that constitutes one of the centers of attention of pedagogues. (Hernández, 1999)

The starting point in the promotion of reading was the traditional approach, disfavoring literary knowledge and that of the formal structure of the language, without taking into account the social function in communicative acting. (Bravo, 2003)

The methods of reading promotion focused on two fundamental requirements: the selection of the text, and the preparation of the promotion process, guided, during the development of the activity, by the following methodological steps: promotion technique, analysis of the method, and analysis of the content of the promotion. (Ojito, 2000)

Gray (1958), in this regard, said:

Experience shows that the traditional methods that teach, mainly to recognize words are insufficient (...) the overall method responds to the needs of the school and children (...) and the affectivity of the promotion strategies is one of the motivating elements of a good reading (p.43).

According to Fuentes (2009), the difference should focus on the procedures through which the change takes place based on the psycho-pedagogical conditions in which the reading promotion activity takes place, the actions that are carried out, the leading role of the promoter and the that learns, that is to say, of the peculiarities that this route of direction of the promotional process acquires.

From the perspective of the communicative approach, there is no doubt that there is a shift in the process of reading promotion linked to the teaching-learning process, specifically in the understanding of texts in correspondence with the new contributions of textual linguistics. From this focus on the promotion of reading, which arises from the scientific research conducted in some European countries in the 70s and which has T. Van Dijk, Petöffi and Kummer among its predecessors, it was asked not only about of the structure and function of the process of reading promotion but explains its nature as a process of social interaction. (Wolf, 2002)

This approach proposes as a method for the promotion of reading the analysis of the promotional context that is identified from the analysis of the structure of the process and its link with the cognitive processes that intervene in the understanding; it also takes into account social conditions and the development of linguistic science in particular. The most important thing with the approach of this method is that it allows constantly returning to the text.

However, its use in the promotion of reading in the process of teacher training was reduced to what taking into account the logical processes of thought, not how, in the use of enunciations when selecting questions and driving the answers , so that the one who learns to promote reading achieves a comprehensible and effective effect.

Therefore, the stage is characterized by the unity between pedagogical and psychological theories for the development of the personality. In this regard, this topic has been the object of study by many researchers.

For Álvarez (1996) the act of reading implies that "the reader makes decisions, reconstructs the text, organizes their values and engages socially and professionally" (p.11), so that he can become an active and dynamic being.

Roméu (1992) proposes a method focused on the need to develop an integral work with the text favoring its understanding in the context; however, it is still insufficient insofar as the external manifestations of the activity of the promoter (issuer) towards the receiver.

It is thus denoted, a special treatment to understanding as a result of the promotion of reading implicit in the analysis, which is governed by psychological laws that address what is perceived when reading, interpenetrating with the content of the text.

Taking into account the aforementioned theoretical referents, the authors of this work, who have served as librarians for more than 25 years, propose a set of activities they have developed to promote the reading of literary texts from the library of the University of Guantánamo.

Activity 1

Title: Why is reading important?

Objective: share opinions about the importance of reading as a source of pleasure and information.

Participants: librarians, students, teachers, workers

Place: library, frequency: monthly

Methodology:

Students visiting the library reading spaces are invited to discuss the importance of reading for them. For such a purpose the librarian who guides the activity asks questions that invite reflection as:

- If a student does not relate directly with the books, can he obtain good academic results?
- What considerations do you have about the following statements?
 - Reading enhances aesthetic education and educates sensitivity by stimulating good artistic emotions and good feelings.
 - The reading broadens the horizons of the individual allowing him to get in touch with places, people and customs far away from him in time or space.
 - Reading develops the capacity for judgment, analysis, critical thinking.
- The printed book has been replaced by new technologies?

What texts have you read that have contributed to developing all of these aspects in you?

Activity 2

Title: The book, a distinguished friend

Objective: to promote new titles incorporated into the library's fund each month.

Participants: librarians, students, teachers, workers

Location: library, faculties of the University, frequency: monthly

Methodology

At the beginning of each month, an exhibition with books, magazines, theses and other newly acquired materials is mounted in the University library. This exhibition is accompanied by a folding in which these works are collected with a small synopsis, and with a multimedia prepared for the occasion.

In the faculties of the University the presentation is made in front of students and professors of some titles of interest in correspondence with the career that is studied in each one of them.

These presentations are made with the accompaniment of the author whenever possible, or a teacher who specializes in the subject that is addressed in the promoted works.

The activity concludes with the questions and criteria issued by the audience.

Activity 3

Title: Expo-Book-Guantánamo

Objective: to awaken interest in reading books by authors from Guantánamo.

Participants: librarians, students, teachers, workers

Place: library

Frequency: quarterly

Methodology:

In the selected month an exhibition with titles of Guantánamo authors is mounted in the University library. This exhibition is accompanied by a multimedia prepared for the occasion and a foldable in which it offers a summary of data about the life and work of these writers. On a selected day of the month a presentation is made for students, professors and workers of the University, of one of the books that is exposed with the participation of its author or editor.

Once the presentation is finished, the floor is given to the audience to ask questions and issue criteria.

The activity concludes handing a certificate of recognition to the guest writer or editor.

Activity 4

Title: The magazines, valuable sources of information.

Objective: to promote magazines as a source to acquire valuable information.

Participants: librarians, students, teachers, workers

Place: library, frequency: monthly

Methodology:

The librarian shows the students who attend the library the collection of magazines that the university library has: Bohemia, Education, Higher Education, Baracoa Agroforestry

Journal, Pastures and Forages, Alma Mater, Energía, Juventud Técnica, Somos Jóvenes, among others; and it explains how the place where they are located is called, what is the technical process carried out with each one, and how they can be consulted. Next, students are given a list of articles that appear in different journals so that they can carry out their search by putting into practice the aspects explained above.

The activity concludes with the evaluation of the activity by the participants.

Activity 5

Title: The literary text in the formation of values

Objective: to promote the reading of texts with great aesthetic and ethical richness.

Participants: librarians and students

Place: library, frequency: bi-monthly

Methodology:

A text is selected from a book that is part of the bibliographic collection of the library that stands out for its human, patriotic, ethical, and aesthetic values.

This text is copied on a poster that is displayed in the library, and students are invited to read it. After a while, students are invited to talk about how interesting the words and ideas were or not.

One of the texts worked in this way has been the letter of José Martí to María Mantilla, written in 1888, published in the book *Martí en la Universidad*, Volume IV.

Pasa en los juicios que se publican sobre los pueblos lo que a los hombres de poca edad con las mujeres que los deslumbran por su hermosa apariencia, sin ver que puede una serpiente vivir escondida en la misma concha que parece morada de la perla. Los mozos son así, y aun los que no son mozos en edad, sino en juicio, aun cuando éste parezca maduro por las gracias de la forma en que se expresa. Toman lo pintoresco por esencial, y los detalles aislados y simpáticos por las entrañas, que suelen ser muy diversas; como quien ve a una mujer de ojos limpios y cutis de rosa, vestida de encajes

como podría un hada, y supone que que aquella seráfica beldad, que es acaso una Manón irredimible, alberga una hermosura semejante en el espíritu. A los pueblos se les ha de estudiar dos veces, como a las mujeres. El frívolo se contenta con las impresiones, sobre todo si son de su agrado, o concuerdan con su disposición personal. El que sabe que la pluma se debe mojar en la sangre de la verdad, aunque nos salga del costado, deja pasar los primeros vapores de la impresión, y escribe después del estudio doloroso de lo real, sin que la simpatía injusta lo ponga ciego para cuanto no le sea grato, ni desluzca sus opiniones la antipatía; que es debilidad indigna de cuantos aspiran a enviar su voz con algún influjo entre los hombres.

Y eso no va dicho por casualidad, sino porque en lo que se escribe ahora por nuestra América imperan dos modas, igualmente dañinas, una de las cuales es presentar como la casa de las maravillas y la flor del mundo a estos Estados Unidos, que no lo son para quien sabe ver: y otra propalar la justicia y conveniencia de la preponderancia del espíritu español en los países hispano americanos, que en eso mismo están probando precisamente que no han dejado aún de ser colonias. Por supuesto que esto no pasa de ciertas capas mentales, y ni

una ni otra propaganda interesan hasta ahora más que a la gente rudimentaria y juvenil de aquellos pueblos de nuestra América donde, precisamente por el amor excesivo a la novedad extraña de los Estados Unidos, o a la vejez de las cosas españolas, no se han desenvuelto como en algunas otras repúblicas nuestras, la riqueza y la política. Pero de lejos se ve poco: y como la literatura tiene la capa ancha y cubre más a menudo lo ligero, que no cuesta trabajo ni fatiga mucho el pensamiento del que lee, que aquello que toma su peso del conocimiento de la vida y exige mayor atención del lector, sucede que una y otra idea, la americana y la española, hacen más camino del que debieran entre los lectores sencillos y la juventud impresionable, mucha parte de la cual por la falsa golosina de este país que le pintan de miel y oro trueca insensata la cínica vida útil, que es la que trata de cumplir el deber de Hombre en el país natal, por la mezquina y secundaria empresa de procurarse en tierra extraña una fortuna

pecuniaria que casi nunca llega a más de lo estrictamente necesario para el sustento. El hombre joven se debe a su patria.

José Martí, July 1888.

For their analysis the librarian asks questions to the students to encourage their participation.

- What is the issue addressed by Martí in this letter?
- What does Martí mean when he states: "It happens in the judgments that are published about the people what to the men of little age with the women who dazzle them for their beautiful appearance, without seeing that a snake can live hidden in the same shell that looks like pearl"
- Why Martí says that: "The young man owes his country."
- What has the reading of this letter suggested?

Once the debate is over, the librarian invites us to read other letters from José Martí, such as: Fermín Valdés Domínguez, 1894, Gonzalo de Quesada, 1889, Francisco Domínguez and José Alfonso Lucena, 1885.

Activity 6

Title: The fair at home

Objective: to promote titles that arrive at Guantánamo with the international book fair and that are acquired by the Information Center of the University.

Participants: librarians, students, teachers, workers

Place: library, frequency: week of the fair

Methodology:

During the week of the fair is mounted in the library of the University an exhibition with titles that are on sale during the fair.

Every day one of the titles is presented to students, professors, workers, with the participation of its author or editor, whenever possible.

Once the presentation is finished, the floor is given to the audience to ask questions and issue criteria.

The activity concludes with the delivery of a certificate in recognition to the participation in the activity of the guest writer or editor.

Conclusions

The promotion of reading, as a training and development process, is concretized through strategies according to certain activities that have as a central axis the determination of the situation as an expression of a participatory and conscious process in which students have the leading role. Likewise, the role played by psychological and sociological theories in this process directed towards cultural development according to their professional interests has been considered.

The activities developed have shown that the librarian must be professionally prepared to establish an appropriate environment for learning, develop reading skills, evaluate and evaluate information, teach how to use external sources for additional information and make available to teachers all type of material to support the objectives of the plans and programs of study, as well as being able to train active readers based on the knowledge and experiences they possess in an environment that offers them confidence, opportunities and challenges.

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