

Cognitive skills for the improvement of reading comprehension through collaborative strategies

Habilidades cognitivas para el mejoramiento de la comprensión lectora mediante estrategias colaborativas

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ABSTRACT

The research project was carried out to improve the reading comprehension of fourth grade students of an educational institution in the municipality of Sonsón, the formative processes led to a good social, affective and cognitive development, worked from the principle of collaborative learning that favored basic skills, in turn contributed to the change of new transformations in the learning spaces where personal growth and integral development were contributed, implementing the Participatory Action Research Method, under the qualitative paradigm, with this method strategies were used that contributed to the improvement of actions within the school classroom positively in the teaching-learning process. The research focused on the analysis of different manifestations that led to modify the quality of learning, to achieve a deeper understanding of the problem, while opening new pedagogical, methodological and didactic strategies, used techniques and tools among others that allowed to deepen the study, one of these was the design of the booklet "let's travel to the mysterious world of narrative texts", which allowed students to understand, justify and express in their own words what was read, arguing with narrative texts the learning acquired in the development of the booklet; Based on these results, it is now known that comprehensive reading and collaborative work are a great tool that allows continuous learning, develops communicative strategies with a good progress of cognitive skills in students.



Key words: Collaborative work, strategies, reading comprehension, cognitive skills, meaningful learning.

RESUMEN

El proyecto de investigación se realizó para el mejoramiento de la comprensión lectora de los estudiantes de cuarto de primaria de una Institución Educativa del municipio de Sonsón, los procesos formativos conllevaron a un buen desarrollo social, afectivo y cognitivo, trabajado desde el principio del aprendizaje colaborativo que favoreció las competencias básicas, a su vez contribuyó al cambio de nuevas transformaciones en los espacios de aprendizaje donde se aportó al crecimiento personal y desarrollo integral, implementando el Método Investigación – Acción Participativa, bajo el paradigma cualitativo, con este método se utilizaron estrategias que contribuyeron a la mejora de acciones dentro del aula escolar positivamente en el proceso de enseñanza aprendizaje. La investigación se enfocó en el análisis de diferentes manifestaciones que llevaron a modificar la calidad de aprendizaje, a lograr una comprensión más profunda del problema, a la vez dar apertura a nuevas estrategias pedagógicas, metodológicas y didácticas, se utilizaron técnicas y herramientas entre otros que permitieron profundizar sobre el estudio, una de estas, fue el diseño de la cartilla “viajemos al misterioso mundo de los textos narrativos”, que permitió a los estudiantes entender, justificar, expresar con sus propias palabras lo que se leía, argumentando con textos narrativos los aprendizajes adquiridos en el desarrollo de la misma; en base a estos resultados obtenidos ahora se conoce con exactitud que la lectura comprensiva además del trabajo colaborativo son un gran instrumento que permite un aprendizaje continuo, desarrolla estrategias comunicativas con un buen avance de habilidades cognitivas en los estudiantes.

Palabras clave: Trabajo Colaborativo, estrategias, comprensión lectora, habilidades cognitivas, aprendizaje significativo.

Introduction

According to UNESCO (2017) there are children of primary school age who do not reach the minimum levels of reading comprehension, therefore they will reach the last grade of primary school achieving the minimum levels of competence; these findings show the degree to which education systems around the world, are not providing, a quality education with decent conditions in the classroom, in Latin America there is a proportion of 36 million of the school-age population that do not reach the minimum levels of competencies, reading comprehension in Colombia shows a problem for two major reasons: economic inequality and the lack of inculcation of reading at school or at home, How to implement a collaborative strategy through cognitive language skills for fourth grade students of an Educational Institution in the municipality of Sonsón?

According to Montalvo (2019), it should be noted that educational institutions are the ideal reference for education, skills, training of future citizens, providing the suitability to be competent in the context in which they develop, the research conducted was based on the implementation of a collaborative strategy through cognitive language skills for fourth grade students in the municipality of Sonsón, allowing the recognition of factors that affect the implementation of this strategy, which guaranteed that the collaborative work emphasized the focused cognitive skills, which facilitated reading comprehension as an improvement of language in students, making possible the transversalization of knowledge in the different contexts that the world offers them.

The present research focused on improving the cognitive language skills of students in the rural area, who are developing their learning process under the flexible model, new school, as a result of this need, this research used reading comprehension as a strategy, which led to a good academic process supported by the methodology of collaborative work, taking into account the singularities of the students to whom according to the Const. Art. 26 of 1991 "to guarantee the right to education as one of the educational policies", seen in another way to make a more inclusive work in the classroom that responds to the needs and interests of the learners, allowing them; to know, think, speak, analyze, argue and interpret, in turn adapting to the changes of the new transformations being active and participatory agents within a society.

According to Quicios (2017) in the school is emphasizing collaborative work to promote more horizontal relationships, where there are no hierarchies, since it is based on group management dynamics and not individualities: students will face a more horizontal than hierarchical world, they will be work to be done in groups or teams, for such reason in the school emphasis is placed on cooperative learning for boys, girls as a way of working together, achieving common goals where knowledge and achievements are also group benefits.

Reading comprehension within the research is an important aspect because students must have the ability to interpret what is read, starting from the meaning of the word to then understand the overall text, according to Thorndike (1917), people who read, have the ability to analyze, organize, argue from a higher level, therefore, the proposal seeks to solve the existing weaknesses in the language with the objective of improving the quality of teaching of boys and girls promoting collaborative learning thus ensuring the relevance of education in rural communities, understanding a text, interpreting it, using it is a need that is not only present in school but also in everyday life, therefore, reading comprehension is essential to promote it by putting it into practice to obtain knowledge and develop both cognitive and social skills.

According to Tolentino (2020), social skills seek to form from childhood people with skills and abilities to achieve great leaders, so firstly, the theoretical basis of the qualities of a leader is proposed; Secondly, the strategies and finally a learning session model based on Gestalt psychology was presented to analyze different emotional situations to improve the skills that a leader should have, therefore from the early years, the school should encourage activities that support students to discover their skills, on the other hand, it is important that children in primary education work collaboratively to acquire meaningful learning, emphasizing interdependence, dialogue, commitment, the common good, where an environment of trust suitable for the exchange of opinions is generated.

According to González & Molero (2022). Adolescents lead a more beneficial life when they develop their social skills, achieving a comprehensive welfare to grow as responsible, respectful beings, managing their emotions, and the strategy of collaborative work is one of the most effective mechanisms to promote social competence.

For Fernández (2023), the ludic pedagogical strategies improve reading comprehension in elementary school children when they are mediated by Information and Communication Technologies, obtaining significant results in the teaching-learning process, since ICTs are liked and awaken students' motivation.

The research developed linked reading comprehension as a strategy referring to the ability to understand what is read, explain the meaning of words, justify content, know how to express previous knowledge, describe observations made; According to Cassany (2001), reading comprehension is understood as something universal that is composed of real elements, therefore, this strategy should lead the student to be able to describe his reality or capture something imaginary, allowing him to understand his cognitive dimensions; the educational model integrates in a systemic way, curricular, community, training, follow-up and administration strategies where active, participatory and cooperative learning is promoted, strengthening the school-community relationship.

The process of the human being in its first stage, begins the development of the language skill, transforming the growth, expressing what he feels in his progress, it is a means of communication through a system of symbols where language allows to relate to others expressing their desires and needs in a more concise way; however, the language skill is of utmost importance from the first stage of growth, being the most necessary start for the individual to communicate, learn to relate to their external

world, according to what Chén (2017) says skills such as; speaking, listening, reading and writing improve communication with people in an effective way.

Materials and methods

The approach of this Participatory Action research is qualitative, it sought mainly "dispersion or expansion" of data and information, in qualitative research reflection is the bridge that links the researcher and the participants; Mertens (2005). The intention of this research was to improve the quality of learning and modify it by achieving a deeper understanding of the problem, the population is made up of 15 students in the fourth grade of primary school, belonging to Colombia, Department of Antioquia, Municipality of Sonsón.

The research experiences for Latorre (2005), collect reports of educational levels, confirming that classrooms are places to meditate and improve the teaching practice; who directs, coordinates and organizes group work with the objective of achieving an adequate environment and an active participation of educators and students, this proposal managed to identify the problem, analyze the situations, carrying out a sequence which was developed by the students acquiring great learning and knowledge.

When the problem is identified, it is necessary to make a diagnosis of the difficulty encountered in the school environment in order to make a description and a clear explanation of the existing reality, it is important to develop a critical reflection on the action plan around the practice carried out in order to improve the shortcomings that were detected at the time of evaluating the research designing a proposal in action to improve the problem, according to how this action plan was elaborated, a positive response was obtained and on this depended the success of the intention that was intended to be achieved with the research project, according to Guevara, Verdesoto & castro (2020), the research design influences instruments where it seeks the way to find answers to the problem question, which led to an improvement in the learning that students are receiving.

The Techniques and Instruments for the collection of information of the research were: The observation of the participants; exploring and describing environments, contexts among others; the interview was applied to teachers about implementation of competencies in the educational levels and their knowledge about the topics; the log consisted of collecting as a field diary certain information, which awakens, develops and perfects skills, the Playful - Pedagogical Workshops methodological strategy

used (workshop) in order to develop critical thinking and interpret the reality that surrounds it with all its implications, Black (1946). Finally, planning was carried out, which led us to organize sequences of activities for students to achieve their development, i.e., planning is a process of diagnostic elaboration that aims to achieve new goals.

The above allows us to visualize that students, regardless of their age and grade level, need teachers to implement pedagogical and ludic strategies in the classroom, involving all students in a participatory manner in their development, which leads to the strengthening of cognitive skills, especially the communicative dimension, Arias, Rengifo & Lizcano, (2022).

Results

In the collection of the information, different instruments were used which showed the results obtained, allowing the corresponding analysis to be carried out, concluding in the research that the cognitive skills for the improvement of reading comprehension through collaborative strategies are necessary to develop them in the classroom, this contributes to meaningful knowledge and learning, taking as a solid base theories such as individual and social constructivism, Álvarez, & Quintero, (2023),

Below are two diagrams showing the achievements obtained during the development of the sequence.

The evolution obtained during the development of the reading comprehension activities is clearly evidenced; reaching significant achievements such as; communication, verbal fluency, creativity and good ability for the structuring of written texts.

The cognitive ability of language through the implementation of a collaborative work strategy to make the academic process of students a more meaningful and comprehensive learning, fostering good communication skills such as speaking, listening, reading and writing; serving as support to develop in any social context.

The collaborative work identifies factors and allows to demonstrate that the instruments used for the collection of information, which showed data obtained; allowed to perform the corresponding analysis of results, managing to conclude in the research that the "Cognitive skills for the improvement of reading comprehension

through collaborative strategies", are necessary to develop them in the classroom, since it increases the levels of reading comprehension, being the cooperative work a fundamental strategy in the development of cognitive skills language.

Based on the above, good language practices were observed in the different interventions and as a result of these experiences it can be said that: Prevalent was the active participation of students, which sought a positive improvement in the construction of new learning collectively, another factor to highlight is that teachers also retained their good attitude towards the accompaniment and guidance to the different questions that arose from the children, making a good induction and explanation so that an understanding of the different narrative texts was achieved, therefore, the importance of teachers as articulators of the educational field to ensure educational quality using various strategies, Sanchez, (2022).

It is necessary to discuss some aspects of great importance regarding the research conducted, which provides cognitive skills for the improvement of reading comprehension mediated by collaborative work, as a cooperative or collaborative strategy that is carried out in a joint work reaching common goals, as mentioned by Jhonson & Jhonson, explaining extensively in their innovative experience that: "the results obtained by each one are not only beneficial for them but also for the group".

During the development of this research it became evident that, in such a diverse group, the collaborative work implemented is a fundamental method for the realization of activities and exchange of knowledge, since there are "things that we are not able to learn individually and with external help we can get to achieve it", Vigoski, (2020).

Students need to understand and empower reading comprehension as a fundamental and indispensable process, "not only to successfully overcome schooling, but to develop in everyday life", Solet, (1987), allowing to face a society in its different contexts, achieving to acquire knowledge every day and thus to understand what happens in their reality, hence the importance of implementing activities that improve reading comprehension using different strategies from the theoretical and experiential, seeking the deep transformation of cognitive skills in language.

Therefore, it is worth noting that: "cognitive development in early childhood is free and imaginative, but through its constant use the mental understanding of the world improves more and more", Berger, (2007), therefore a significant achievement was the design, implementation of the primer "let's travel to the mysterious world of

narrative texts", elaborated by the teachers to be developed with all fourth grade students, regardless of the region where they are, since their texts are contextualized and regionalized, also transversalized to different areas of knowledge; It complies with a diverse didactic that goes from interpretation, argumentation to the structuring of texts.

Conclusions

It is important to point out that reading is a mental process that transforms the individual in an integral way (Larrosa, 2014), making it the central axis of the educational system. Larrosa gives a very special place to reading since it should be taken as a fundamental pillar and primary objective in education, it is a great challenge to be faced by the teacher; To consider reading as a constructive process and make each student value the importance of reading, generating a desire to learn, providing them with the necessary tools to build their own knowledge, creating habits, love for reading, applying pedagogical strategies, games and different reading modalities; to motivate and awaken the student's interest in reading, understanding what is read, knowing more about the world around them and that they can do it in an autonomous way.

The incorporation of collaborative work during the development of this research has been identified as a great tool that empowers students to participate more actively in the activities, providing meaningful knowledge, Revelo, Collazos & Jiménez, (2017), it is necessary to highlight that collaborative work applied in school contexts as one of the teaching methodologies improves the learning process of students, because from this strategy learning is done in a collective way, giving the opportunity to people to express what they know about a subject and therefore respecting the opinion of the other, making knowledge a meaningful learning and giving the opportunity to group members to be more responsible allowing them to trust their own skills and those of the other.

The research has shown that children should be presented with ludic-pedagogical activities framed in collaborative work; therefore, the working group designed a reading comprehension booklet entitled "let's travel to the mysterious world of narrative texts", harmonizing the learning environments with the implementation of the mentioned characteristics, the activities framed in each of the themes are closely related to the texts of literature, stories, fables, myths, legends; It is clarified that the

proposal can be developed and at the same time transversalized to different times, which means that this knowledge travels from generation to generation, as stated by Piaget. (2011) it is the cognitive development of the child that defines the change from child to adult.

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