

Document downloaded from:

<http://hdl.handle.net/10251/111606>

This paper must be cited as:

Belda Torrijos, M.; Galstyan-Sargsyan, R. (2017). Children's literature. Reading habit. Publicaciones didácticas. (89). <http://hdl.handle.net/10251/111606>



The final publication is available at

<https://publicacionesdidacticas.com/?id=07>

Copyright

Additional Information

Children's literature. Reading habit

Autores: Belda Torrijos, Mónica (Doctora en Lingüística Aplicada, Profesora en Universidad Cardenal Herrera-CEU, CEU Universities y en Universidad Politécnica de Valencia); Galstyan Sargsyan, Ruzan Galstyan (Licenciada en filología eslava e inglesa, Profesora en Universidad Cardenal Herrera-CEU, CEU Universities y en Universidad Politécnica de Valencia).
Público: Grado de Educación Infantil. **Materia:** Literatura Infantil y su didáctica. **Idioma:** Inglés.

Title: Children's literature. Reading habit.

Abstract

Children in early childhood education are in their best age to be instilled a taste for the beauty of the word, either in the form of poetry or narration. In the practice of the educational experience it has been found that the child who has reading habits will more easily face the study books. In addition, a child who reads is open to men and society, being able to communicate for personal enrichment. Children's literature contributes to the formation of personality and is a way of transmitting values.

Keywords: Children's literature, reading habit, reading promotion, reading

Título: Literatura Infantil. Hábito lector.

Resumen

El niño de educación infantil está en la mejor edad para inculcarle el gusto por la belleza de la palabra, ya sea en forma de poesía o narración. En la práctica de la experiencia educativa se ha descubierto que el niño/a que posee hábitos de lectura se enfrentará con mayor facilidad a los libros de estudio. Además, un niño que lee es un niño abierto a los hombres y a la sociedad, capaz de comunicarse para lograr un enriquecimiento personal. La literatura infantil contribuye a la formación de la personalidad y es una vía de transmisión de valores.

Palabras clave: Literatura infantil, hábito lector, fomento lector, lectura.

Recibido 2017-10-09; Aceptado 2017-10-17; Publicado 2017-11-25; Código PD: 089039

INTRODUCTION

Children's literature refers to all the manifestations and activities that are based on the word for artistic or playful purpose which children are interested in. So the repertoire of children's literature consists of poetry, stories, songs, tongue twisters, etc.

The diversity of materials has caused some controversy to be susceptible of being lodged under the concept of children's literature. The concept of children's literature must therefore be broad so as not to leave out any of the manifestations:

- Writings of literary origins aimed at infant public.
- Literary pieces written by own children.
- Literary works initially not created for children, but they have appropriated of.
- Pieces from the oral tradition and popular lyric: tales, rhymes, riddles, tongue twisters, game formulas, songs...

Children's literature is probably one of the most developed fields of study in literature teaching. In recent years there has been an increase in the number of children's literature titles.

Children's literature is aimed at children, encompasses all the manifestations and activities that are based on the word and arouse the interest of the child.

Larson and Peterson (2003, p.309) indicate that "educators of early childhood should give children many opportunities to participate in discursive forms such as narratives, explanations and other forms of complex conversations, in order to achieve success in their results".

Not only is the importance of the variety of oral language and the need to teach children how to use this repertoire effectively. It is possible for children to successfully explore the nuances of spoken language in drama and role-playing.

Children's literature should guarantee the development of orality, promote the expansion of the lexicon, grammatical competence, serve as a vehicle for expression and communication, enhance the imagination and bring the child to the world of fantasy.

FUNCTIONS OF ORAL LANGUAGE

Mental development

Relationship between language, memory and attention: it allows sharpening the visual and auditory discrimination of the named, helps to categorize concepts, to internalize the external world and to exercise and use the capacity of analysis and synthesis.

Socialization process

From their first moments children desire to communicate with the world around them and strive to reproduce the sounds they hear. They look for an answer to everything and pay attention to what is said around them.

Language allows the adaptation to the environment and its integration, the acquisition of values, beliefs, opinions and habits corresponding to the social context of belonging.

- Expressive function: to express their emotions and feelings.
- Referential function: to express the contents of the message.
- Conative function: to look for the other children's answer...
- Phatic function: to maintain contact between the partners.

There are areas directly related to the acquisition of language that must be stimulated. In addition to the psychomotricity, basic for balanced development, a series of activities directly linked to oral expression should be developed:

- Narrations
- Dramatization or simple role plays
- Word games
- Riddles
- Songs
- Easy poetry

READING HABIT. PROMOTION OF READING

Encouraging reading in children, from an early age, is very important and fundamental. This will create a habit of reading in them that will bring important benefits, especially at academic level, as they will achieve better results or have less difficulty reading, creating and imagining. In addition, readiness and books will be less reticent in children who have developed a habit of reading every day and have been in contact with books since very young.

The areas in which reading should be encouraged and in which the reading habit in the child should be created are: the family and the school. It is true that the socioeconomic and cultural level will have a decisive influence on the creation of a reading habit in the family space. Children whose parents have completed university studies will find it easier to access books, libraries and reading than children whose parents do not study or whose level is lower or basic. Therefore, those children who have not been able to initiate the reading habit at home, should do so in school, the other area in which reading should be encouraged in children.

Development of the reading habit in the family

Turning reading into a regular activity of family life (such as washing one's teeth before going to sleep, for example) is one of the primary objectives to instil in children an interest in books and reading from a very early age. This daily practice, initiated from the first months of the child's life, will positively influence the development of his reading habit as he grows.

The child will come into contact with literature in its first months of life and up to 2 years through, mainly, orality: with songs, nanas, stories, poetry, rhymes... Rhythm and music play a fundamental role in this stage, because the child is still not able to understand the meaning of what is said or sung, and what will attract attention will be the sounds and gestures that follow them.

As children grow up, they will start to get in touch with books: spending a few minutes a day reading, for example, before going to sleep, because it is a quiet time, in which distractions are smaller and allows for greater concentration; Leaving the child to choose the story he wants the father / mother to read; Defining a specific place in which to carry out the reading...

Reading and literary learning at school

The moment the child comes in contact with the school, the animation to the reading and the promotion of the same will acquire more intensity.

Reading promotion is defined as a set of resources that facilitate the approach to books in an imaginative way and oral literature in a playful and pleasurable way. The objectives to be achieved with reading animation are the following:

- Enjoy reading and narration of folk tales and animation books.
- To develop the reading habit.
- Discover the diversity of books and their possibilities for playful, aesthetic, expressive, recreational, creative, etc.
- Learn from reading.
- Strengthen the process of personal maturity.
- Convey positive values.
- Share reading experiences and have the opportunity to convey feelings.
- Spread oral and written literature.
- Distinguish between literary genres.
- Foster sensitivity, affection and aesthetic taste.
- To identify the title, characters and subject, author, illustrator.

The success of a reading promotion activity depends on several factors, the teacher should know and master favour in relation to the proposed activities:

- The teacher-pupil empathy is crucial throughout the didactical process, as being the one who will raise different reading activities to their students.
- It is very important to schedule what types of activities will be carried out with students about reading and books and approach them.
- The teacher will establish a timing in which to carry out the activities (weekly, monthly or annually) as the time to devote to each session (30 minutes, for example) and in what moment of it.
- The implication of the teacher in the activity must be active and dynamic, trying at all times that all students be part of it.

As indicated by Manuel Cifo (2010):

... for the promotion of reading in the children's age, it is fundamental the role of the school and the figure of the teacher, because it is in this area in which the passion for reading can and should be awakened in the child. And thanks to

it they can discover an exciting world, while expanding their intellectual and cultural level, their linguistic richness and capacity for expression.

Reading for pleasure, reading for duty

It is appropriate to make the distinction between reading as an obligation or duty and reading as pleasure and entertainment. The different methodologies applied in the school will generate children with long-lasting reading habits that will accompany them during their academic and personal growth, but it may also happen the contrary, and there will be children reading it as a school duty and not because they like it.

Therefore, when it comes to encouraging reading and creating a reading habit in children, it is important to keep in mind that:

- We should not force reading our students and children, as the introduction of reading must avoid creating negative effects in children.
- Reading should shape and please students.
- Reading is a demanding activity, while developing the skills of concentration, understanding, effort and discipline.

The teacher, therefore, should act as follows for the promotion of reading:

Transmit his passion for reading and his habit of reading: it is difficult to convey to the pupils, and especially to the youngest, the passion for reading if the teacher himself detests it.

Know, as far as possible, the literature appropriate to the age of their students: there are certain types of books for each age and stage, so that the teacher must choose the books appropriately, so that the activities that are developed around reading are effective and attractive to children.

Present the readings in an interesting and funny way: the teacher should do it with enthusiasm, trying to create in the child good expectations about what they are going to read next and thus encouraging reading.

Posing the reading act with dynamism and enthusiasm: choose the readings, let the children choose them (each week could be ordered one of the election); the teacher is the one who runs the reading or the students, a few sentences each of them, and so all participate ...

Establish a dialogue with students around the books: ask the students if they know tales or popular stories, their favourite characters of the stories they have read and worked in class ...

STRATEGIES FOR READING AND FOR PROMOTING READING

Reading can be done:

- **Silently and loudly.** The silent reading is the one that each one performs for itself, individually and without using the voice, only the sight. Reading aloud, on the other hand, is the one in which we do use the voice.
- **In solitude and collective:** reading alone is the one we carry out alone, while the collective reading occurs in group.
- **Slow and fast:** slow reading is what we do carefully, in a concentrated and exhaustive way; the quick and exploratory reading is one in which we do not pay much attention to what we are reading because we are looking for data or elements that interest us.
- **For pleasure (literary) and informative (functional):** reading for pleasure is what we do because we feel like it and that means entertainment and fun; The informational reading, on the other hand, is the one that we execute in order to get informed about a certain subject that interests us for our investigations or our daily life.

Strategies to promote reading:

- The school library.
- Read aloud literary texts for the whole class.

- Involve families in animation activities.
- Promote reading through ICT.
- Commemorate institutional dates related to reading.
- Publish original texts.
- Encourage meetings with illustrated authors.

Bibliografía

- AA.VV. (1983). *Literatura infantil*. Madrid: Papeles de Acción Educativa.
- Abril, M. (Coor.) (2005). *Lectura y Literatura infantil y juvenil. Claves*. Málaga: Aljibe
- Arroyo, C. M. (1996). *Hábitos lectores y animación a la lectura* (Vol. 34). P. C. C. Torremocha, & J. G. Padrino (Eds.). Universidad de Castilla - La Mancha.
- Blázquez Ortigosa, A. (2009). Conceptos básicos de la literatura infantil: ejemplos para la clase de inglés. *Innovación y experiencias educativas*, 17.
- Cerrillo, P. y García Padrino, J. (1996). *Hábitos lectores y animación a la lectura*. Cuenca: Ediciones de la Universidad de Castilla-La Mancha.
- Cerrillo, P. (2007). *Literatura Infantil y Juvenil y educación literaria*. Barcelona: Octaedro.
- Cervera, J. (1991). *Teoría de la Literatura Infantil*. Bilbao: Ediciones Mensajero.
- Cifo González, M. (2010). *Aproximación a la literatura infantil*. Universidad de Murcia: Digitum.
- Díaz-Plaja, A., & Prats, M. (1998). Literatura infantil y juvenil. *Conceptos clave en Didáctica de la lengua y la Literatura*, 191-214.
- Fähmann, W. Y Gómez Del Manzano, M. (1979). *El niño y los libros. Cómo despertar una afición*. Madrid: SM.
- García Padrino, J.; López García, I.; Tejerina Lobo, I. Y Otros (2003). *La comunicación literaria en las primeras edades*. Instituto superior de Formación del Profesorado. Madrid: MECP.
- Grijelmo García, A. (2001). *La seducción de las palabras*. Taurus: Madrid.
- Hervas, E. (2008). Importancia de la lectura en la educación infantil. *Innovación y experiencias educativas*, 7.
- Marina, J.A. Y Válgoma. (2005). *La magia de leer*. Barcelona: Plaza & Janés.
- Nobile, A. (1992). *Literatura Infantil y Juvenil*. Madrid: Morata.
- Ramírez Sánchez, D. M^a. (2011). Estrategias para la animación y el fomento de la lectura en educación infantil y educación primaria. *Innovación y experiencias educativas*, 46.
- Peña Muñoz, M. (1995). *Alas para la infancia: Fundamentos de Literatura Infantil*. Santiago de Chile: Editorial Universitaria.
- Rodari, G. (1984). *Gramática de la fantasía*. Barcelona: Argos Vergara.
- Sarto, M^a M. (1983). *La animación a la lectura*. Madrid: SM.
- Torremocha, P. C. C., Larrañaga, E., & Yubero, S. (2002). *Libros, lectores y mediadores: la formación de los hábitos lectores como proceso de aprendizaje* (Vol. 6). Universidad de Castilla -La Mancha.