



CHALLENGES AND POSSIBILITIES IN THE READING PROCESS

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SUMMARY

This paper presents part of the Master's Dissertation that deals with THE TRANSFORMATION OF THE REALITY OF READING PRACTICE WITH THE USE OF TECHNOLOGY – 2ND YEAR OF HIGH SCHOOL. It is known that schools face several challenges in the reading process. Among these, the greatest challenge that schools face is to make their students learn to read correctly. This is evident, since the acquisition of reading is essential to act autonomously in literate societies. In addition, it causes a great disadvantage to people who have not managed to achieve this learning. However, according to Solé (2008), the problem of teaching reading in schools does not lie in the method itself, but in the very conceptualization of what reading is, the way in which it is evaluated by teams of teachers, the role it occupies in the Political Pedagogical Project of the school, the means that are determined to favor it, and, naturally, the pedagogical proposals that are adopted to teach it. Thus, it is clear that reading becomes a useful resource for learning significantly when reading involves understanding.

Keywords: Reading. Challenges. Possibilities.

ABSTRACT

This work presents a part of the Master's Dissertation that deals with TRANSFORMATION OF THE REALITY OF READING PRACTICE WITH THE USE OF TECHNOLOGY – 2ND GRADE OF HIGH SCHOOL. It is known that schools face several challenges in the reading process. Among these, the biggest challenge the school faces is getting its students to learn to read correctly. This is evident, as the acquisition of reading is essential to act autonomously in literary societies. Furthermore, it causes a great disadvantage to people who were unable to carry out this learning. However, according to Solé (2008), the problem of teaching reading at school is not at the level of the method, but in the very conceptualization of what reading is, the way in which it is evaluated by teams of teachers, the role it occupies in the Project Pedagogical Policy, of the school, of the means that are determined to favor it. and, naturally, the pedagogical proposals that are adopted to teach it. In this way, it is clear that reading becomes a useful resource for learning significantly when reading involves understanding.

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INTRODUCTION

Media-mediated language has been taking up an increasingly significant space in people's daily lives, especially young people's, and changes in the way people read and write in the digital environment are also inevitable. Therefore, in today's world, the need for open communication across multiple networks is evident as one of the paths to meaningful learning. For Moran (2015), one of the challenges facing schools is to enable students to develop knowledge that is integrated and contextualized to the environment in which they live. And to this end, communication across networks offers significant possibilities and is a key tool for education. (Cadernos do CNLF, vol. XXII, n. 03, Textos Completos, Volume II. Rio de Janeiro: CiFEFiL)

Faced with the new challenges in relation to reading and the formation of new readers, we seek to verify possibilities of combining digital reading as a stimulus to the act of reading and having pleasure and fluency. So, we have the internet as an important resource that has reached schools. And in relation to the use of the internet, Sobral highlights that she:

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It fits perfectly with the new directions of education because it is adapted to the new student-teacher relationship, centered on the student and his/her action as a subject, which requires the teacher to become a more experienced companion on the journey of knowledge. In addition to allowing the teacher to also learn from the student, the Internet facilitates the motivation of the student, promoting group work and the dynamic exchange of information. information c with colleagues. (SOBRAL 2002, p. 15).

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It is clear that in the times we live in, technology and instant access to materials reading; causes changes in the culture and vision of teachers. It is essential to have discernment to verify whether these changes are favorable or not to the school purposes or context.

It is believed that using current technologies, especially digital books, is a way to make classes dynamic and attractive, and can bring students even closer to the reality in which they are inserted, because the constant use of cell phones, tablets and computers is part of their routine, and they have more control over them than their teachers. And according to Soares, these changes have come to help, but using them to benefit learning is a choice for the educator.

Today, we are experiencing the introduction into society of new and incipient forms of social reading and writing practices, made possible by recent electronic communication technologies – the computer, the network (the web), the internet. It is, therefore, a privileged moment to capture the state or condition that they are establishing, at the very moment in which these new reading and writing practices are being introduced: a privileged moment to identify whether digital reading and writing practices, literacy in cyberculture, lead to a state or condition different from that to which chirographic and typographic reading and writing practices lead, literacy in paper culture. (SOARES, 2002, p. 146).

Reading is an act of courage and rebellion, as most texts pose some kind of challenge to the reader. When we read, we are sometimes aware of the events around us, and sometimes we are distracted in search of new spaces and knowledge. The act of reading – whether it is a newspaper, a magazine or a book, whether in print or digital – will always bring something new, as it is a mental exercise and allows the reader to have arguments to discuss the issues they consider important.

In this vein, Anne Marie CHARTIER (2003, p. 46-47) says that “reading before all consideration, supports and contents must be judged as an unconditionally positive gesture. Therefore, it is necessary to do everything to 'save reading'.”

1. Challenges and possibilities of the Reading process: experiences and paths

Reading is very important for the intellectual and cultural development of human beings, enabling them to reflect on reality. Reading, in its general sense, broadens our knowledge, enriches our vocabulary, and develops our imagination; in short, it is the basis for learning and understanding any other science.

There has always been a concern with reading, and certainly with writing, throughout history. But what is reading? Etymologically, reading derives from the Latin *lego/legere*, which means to collect, to catch, to capture with the eyes. The Aurélio mini-dictionary records the concept of reading: “to go through with the eyes (what is written), preferring or not the words, but knowing them (and interpreting them): to decipher and interpret the meaning of: to perceive (signs, images.” (FERREIRA, 2008).

According to Zilberman (1993), the universality of the act of reading comes from the fact that every individual is intrinsically capable of it, based on stimuli from society and the validity of codes that are transmitted preferably through an alphabet.

Reading books and various texts is present in the educational context for the formation of critical readers who do not just read mechanically, but understand what they read, regardless of the type of reading, even a mathematical question, which requires understanding of it, because in order to reach the solution of the question it is necessary to first understand what is being asked, then formulate the best way to revolutionize it and finally reach the requested result. In this process, the participation of the teacher as a guide is fundamental for the improvement of the student's reasoning.

Pimenta (2010), when talking about the role of the teacher as a critical-reflective being, highlights the importance of teaching in the student's life, awakening them to critical reading and significant textual production, that is, the dynamics of training are aimed at the emancipation of the subject as a critical being and subject of learning.

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How important is reading, which guides the reader to his/her own education, and it is believed that a good path for this is literature, as it shows an entire culture and demonstrates countless ways of seeing reality. However, a good text is one that not only understands reality. But what about other forms of contemporary reading?

Therefore, the act of reading is something fantastic, it requires interaction between the reader, the text and the world. Reading is a communication tool that can either help in the process of interaction with the world, or in the introspection of the human being in relation to the reality that surrounds him. Just as reading can be an escape, it can rescue

the subject, bringing him back to reality, making him reflect and transform the world around him. We cannot lose focus on preparing students fully, leaving them prepared to know how to respond to those who question them in relation to their arguments and convictions, effectively including them in the new era of digital communication and information.

Reading is an intelligent, difficult, demanding, but rewarding operation. No one reads or studies authentically if they do not assume, when faced with the text or the object of curiosity, the critical form of being or being a subject of curiosity, a subject of reading, a subject of the process of knowing in which they find themselves. Reading is seeking, searching for or creating an understanding of what is read; hence, among other fundamental points, the importance of correctly teaching reading and writing. Teaching how to read is engaging in a creative experience around understanding. Understanding and communication. And the experience of understanding will be all the more profound the more we are able to associate, never dichotomize, the concepts emerging in the school experience with those resulting from the world of everyday life. (FREIRE, 1997, p. 20).

Even so, the fact that educators still resist new reading tools is most likely due to the fear of not knowing how to use them. We cannot forget that most teachers in the classroom were trained in a pre-digital context, where information was slow to arrive, research sources were printed and students were tasked with decoding symbols. For Rojo (1998, p. 2), “reading was seen – in a simplistic way – as just a perceptual and associative process of decoding graphemes (writing) into phonemes (speech), in order to access the meaning of the text’s language.”

Using a strategy that allows us to understand the universe of dialogue between reader and author is a means that can expand our space for mediation with regard to the difficulty of reading with the interpretation of ideas on the part of students. And for KLEIMAN,

Reading is a social act between two subjects – reader and author – who interact with each other, obeying socially determined objectives and needs. This interactional dimension, which for us is the most important of the act of reading, is made explicit every time the textual basis on which the reader relies needs to be elaborated, since this textual basis is understood as the materialization of meanings and intentions of one of the interacting agents at a distance via written text (1997; p. 10).

This reflection shows us that a text does not have meaning exclusively in itself. Its meaning is constructed in the interaction between producer and reader. The author argues that understanding a text often seems like a difficult task since the object to be understood is complex, involving knowledge such as understanding phrases and sentences, arguments, formal and informal evidence, objectives, intentions, actions and motivations. “To understand a text, it is also necessary to be able to relate it to a larger whole, giving it coherence” (KLEIMAN; 1997; page 10).

To understand a text, therefore, the reader needs to have the knowledge necessary for its interpretation. When we understand the text, we are attributing meaning to it through a reconstruction of it. To do this, we use our reading repertoire, activating our experiences and knowledge in the decoding process, which can be stimulated by “reading clues”.

There is a large repertoire of text carriers today, and many of them are easily accessible to the public, such as newspapers, magazines and even books, which can be found in public libraries and schools. However, the ability to understand and interpret a text still represents a difficulty for a large number of people. And many educators believe that children who live in a literate environment and are encouraged to read have greater and better conditions to develop their critical thinking skills in their social environment.

However, in a society where injustice, inequality, poverty and hunger are present, it is not difficult to find people who do not have access to systematized information, to diverse knowledge. produced preferably within schools. If asked, educators will say that it is currently the school's duty to promote the democratization of reading. However, it is necessary to analyze how the circulation of texts in the school environment and the production of meaning about them has been occurring. A certain rigidity and control over the act of reading and interpreting texts in schools can be observed.

The school, which claims to be democratic, in fact also excludes, because even the students who have access to it often suffer a veiled type of exclusion. This is because the registration of the reading subject is controlled and directed. He is urged to confess to others his

reading and correcting it towards consensus. In this way, one can observe a control of the imagination that is continually carried out in the name of acquiring knowledge. This results in knowledge constructed without imagination and without personal investment from the reader. (PAULINO, WALTY, FONSECA, CURY; 2001, page: 27).

The previous quote supports the perception of a “veiled” culture of exclusion, where the practice of reading, oral and graphic language are thought, worked on and evaluated based on controlling elements that harm their meaning, as manifestations of free expression of the subjects. Historically, we have lived in school spaces, with well-marked signs that denounce the cycle of exclusion: initially, exclusion occurred right at the entrance, there was no access to school for everyone. Later, evasion followed by retention began to embody exclusion. Also according to BETTELHEIM,

Much of the day-to-day procedures of schools are granted because of the needs of the established educational system, and these needs often prevail over the needs of the children (1984, p. 17).

In this aspect, BETTELHEIM speaks of the importance of pleasure for the construction of the meaning of what the child reads so that later, and/or in parallel, he or she can interpret, signify, establish relationships.

For the author, the ability to read is of such singular importance to a child's life at school that the experience of learning to read more often than not seals his or her fate, once and for all, in relation to his or her academic life.

In this sense, if reading seems like an interesting and valid experience, it will play a fundamental role in the integral formation of the human being. The formation of concepts is necessary, and this, in turn, depends on the interpretation patterns offered to it. And according to CADEMARTORI,

Different cultural manifestations constitute patterns of interpretation. Among them, literature stands out, whether due to the high level of elaboration of the verbal code or the emotional and aesthetic involvement it provides (1986; p. 22).

Thus, believing in the enrichment provided by the aesthetic experience, we see a large number of educators seeking literary texts, trusting in their possibilities of combining the pleasure of reading with the production of meaning by the student.

We seek again BETTELHEIM's contributions regarding the importance of literature in the education of students, in the meaning of their daily lives inside and outside the school environment.

For him, observing how children get lost in the world and forget all their worries when they are reading a story that fascinates them, how they live, in fantasy, in the world of that story even long after they have finished reading the story, all this shows us how easy it is for children to get hooked on books, as long as they are the ones they love. appropriate books (1984, p. 49).

Reading is an activity with greater meaning than one might think, since imagination, interest, curiosity, observation and stimulation are basic conditions for words to be read with a greater purpose than deciphering codes, joining letters together to know the meanings they produce or the sounds they emit.

CONCLUSION

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Therefore, this study was concerned with addressing changes through networks, as well as the possibility of using these tools in formal education in order to bring meaningful reading and writing in light of the possibilities of networks.

Based on what has been exposed, it is also clear that the teacher also becomes a mediator. between the content and the student, encouraging cooperation and fostering knowledge.

Digital technologies offer a range of possibilities for teachers, allowing them to add value to the reading and writing practices of students in this “digital society” in an interesting and dynamic way that sparks student interest. It offers students a diversity of knowledge.

Along with digital culture, a “new” paradigm in education emerges, still under construction.



Therefore, it is important for educators and researchers to work towards bringing new possibilities for education to meet the real needs of modern society. Technology is advancing rapidly and bringing new developments to broaden our vision of the use of technology in relation to reading and its practices, as well as the various ways of reading with pleasure.

After the explanations, it was concluded that it is important and necessary to create pedagogical practices consistent with the information society that bring the school closer to the way of organization, communication and thinking of both the digital students who use it, as well as the other institutions present in today's society.

Despite living with the impacts of new technologies, which are increasingly present, encouraging a taste for reading must be maintained. This is also a reality in education and there is no way to escape it. Therefore, this should be the concern of all educators who seek quality education. New methods, the result of rethinking teaching and a great incentive for young students to practice reading, will make them advance intellectually and better prepare themselves to immerse themselves in understanding the world around them.

Given the influence of new technologies in the educational context, it has been observed that the practice of reading has changed, just as education in general is undergoing countless changes. Students are constantly encountering new things in their daily lives, very frequently and quickly. So, what we see is that, consequently, educational paradigms are transforming and being reconstructed in a new vision, and what is also perceived is that the lack of interest of high school students in reading is related to the way the teacher approaches it in the classroom.

Therefore, it is proven that reading practices in schools need to be innovated, so that, if the methodologies used by teachers are the main cause of the drop in the number of readers, the country can increase the percentage of young and adolescent readers, as raising awareness allows us to face reality in order to change it.

Therefore, as the main result of this study, it was realized that, regardless of the support - whether digital or printed -, reading will always be a vital tool for the construction of critical, thinking subjects who are aware of their role in society.

Thus, we can conclude by saying: "Develop, acquire the habit of reading. And the school and the teacher as an institution and professional that par excellence emerged to help learners to get closer to and interact with the reality that surrounds them cannot avoid making the maximum possible effort in order to guide their young high school students to live fully in the digital age, being aware of the opportunities and setbacks of the current scenario we live in, that of the digital age.

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