



## READING ROOM A SPACE FOR MOTIVATION AND ENCOURAGEMENT OF READING

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### SUMMARY

This research aims to expand the discourse on the reading room as a space for motivation and encouragement for reading. In the reading room, the methodology applied in teaching children is focused on promoting reading as a fundamental practice in student development. Its objectives are to specify, discuss, analyze and compare what different authors say about the subject. This article seeks to highlight the importance of practical reading with the aim of learning, getting to know yourself and your trajectory better. Being a space for human formation that promotes interdisciplinarity, the reading room must be considered a construction space where it brings together various literary information with different types of reading, which can stimulate the student's desire to become a great researcher or reader, enabling its integrality in the social context starting from reading and writing. It is a socializing, critical environment, which guarantees readers the possibility of good expression, a desired ability in this contemporary society. Try to develop the habit and appreciation for reading. It expands the teacher's knowledge of themselves and their experience in society, developing critical, personal and cultural thoughts. **KEY WORDS:** Reading, interdisciplinarity, knowledge.

### INTRODUCTION:

#### Determination of the object of study

Being a space for human formation that promotes interdisciplinarity, the reading room must be considered a construction space where it brings together various literary information with different types of reading, which can instigate in the student the desire to become a great reader, enabling their integrality in the social context starting from reading.

The Reading Room is a socializing, critical environment, which guarantees readers the possibility of good expression, a desired ability in this contemporary society. The reading room is not limited to just works, but is also a space where there is the possibility of establishing greater involvement not only with reading, but also with recreational activities, cultural projects, artistic and intellectual production of the participating public, as well as the expression of the act of reading itself, carrying it out in a more critical, active and shared way, seeking to contribute to the formation of reading subjects.

The project, Reading Room. A Space for Motivation and Encouragement for Reading, seeks to emphasize that this space is not just a place to "store" books but rather contributes to the reader's education, encourages them to have the pleasure of acquiring reading and for this reason it should be done a reflection of the following aspects with the project having the following objective; rethink the practices and relationships of the reading room with interdisciplinarity, not specifically with just the Portuguese language discipline. It is important that the reading room is a space for constant exchange of experience, with BNCC as the basis for this work, which can happen in a dynamic and welcoming way so that reading room teachers can be trained throughout the year, ensuring quality in services provided. Teachers can see the reading room as a major contributor to the training of students.

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*To make students good readers - to develop, much more than the ability to read, the taste and commitment to reading, the school will have to mobilize them internally, as learning to read (and also reading to learn) efforts. You will need to make them think that reading is something interesting and challenging, something that, if fully achieved, will give them autonomy and independence, it will need to make them confident, a condition for being able to challenge themselves to "learn by doing". A reading practice that does not awaken and cultivate the desire to read is not an efficient pedagogical practice. (PCN of Portuguese reading from sixth to eighth grade, 1998; p17).*



According to P1CN, (from Portuguese literature for 6th and 8th grade, 1998; p. 17) The school will have to mobilize All teachers and teachers who work in the reading room hold an internal meeting, showing that reading is something of great importance, challenging and the student must conquer it. The practice of reading is what will make them critical and aware, which guarantees the possibility of readers having a good expression.

Understanding this ability to have good readers, the school in EEF research. Paulo Barbosa Leite, in Caririçu – Ce, should not only develop this project, Reading Room. A Space for Motivation and Encouragement for reading, it should develop other projects together with the reading room teachers and other teachers working on quality teaching with good readers, making them participants in the literacy process.

*According to Fazenda (1996, p.35): [...] the prefix "Inter," among the various connotations that we can attribute to it, has the meaning of "exchange", "reciprocity" and "discipline", of "teaching , and "instruction", "sciences". Therefore, interdisciplinarity can be understood as an act of exchange, of reciprocity between disciplines or science – or rather, area of knowledge.*

EDUCATION Legal Concept According to Law number 9,394 of December 20, 1996.

Interdisciplinarity is the field where several factors come together. It is no longer a new discourse, but a proposal for interdisciplinary teaching is not yet part of the practice of most teachers, who had their training based on a shared curriculum, Therefore, educators involved in interdisciplinary work need to eliminate several barriers, both between disciplines and between people who intend to participate in collective work, in integrated planning at school.

## THEORETICAL FOUNDATION:

Many researches carried out around the world, has shown that children who read and have a familiarity with the world of literature, they benefit in several ways: They learn better, they pronounce words better and in general, they communicate more prominently. Reading is of great importance for human learning. The Reading Room is an innovative space that brings together diverse knowledge in the teaching process. Within it, there is a link between students, teachers and reading, making it an important motivating environment for teaching reading. Therefore, the reading room is a living space that transcends emotion, a space of social construction as it guides the reader to experience new spaces while traveling.

The theoretical foundation of the project: Reading Room a space for Motivation and Encouragement for Reading includes theories on motivation for reading such as theories of self-determination, theories on the role of the environment in promoting reading, Vygotsky's sociocultural theories and also others in the formation of readers such as Emília Ferreiro's theory. Vygotsky emphasizes the importance of the environment and social interactions, which can also be applied in the reading room.

Cognitive theories about the importance of reading in the formation of critical thinking. It is of great importance to highlight the role of the teacher as a mediator in this context, showing how their role in teaching reading and choosing appropriate materials can contribute to the benefits of the reading room for students.

Authors such as Luiz Carlos Cagliariari, Izabel Sole, Maria Helena Martins, Emília Ferreiro and others have contributed to research and discussions on the importance of reading in the reading room, which has greatly contributed to work proposals for teachers.

Paulo Freire Values the dialogue between teacher and student, seeking to transform the student into an eternal learner.

*AND The school's obligation to provide broad access to the world of reading, and this includes informative reading, but also literary reading; reading for programmatic purposes, but also for reading situations that allow us to escape real life for a few moments. (SOARES,2006, P.6).*

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For Soares (2006), the teacher cannot "escape" from the commitment to help the student to get into the habit of reading, placing strategically interesting actions with the aim of involving them in reading tasks in a pleasant way.

Reading is considered a "path" for the student's development, it is understood as the basis of their school life, and the starting point for the formation of a critical, participatory and knowledgeable citizen.

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their rights and duties.

*Japi Assú (1976) also states that “interdisciplinarity is characterized by the intensity of exchanges between specialists and the degree of integration of disciplines within the same research project, that is, an intense reciprocity in exchanges, aiming at mutual enrichment, opening space for dialogue and collaboration between them, leading to interaction and intersubjectivity, with the purpose of developing integrated knowledge from which each discipline emerges enriched.*

Japi Assú characterizes interdisciplinarity as a marked exchange of knowledge between education professionals with innovative perspectives. With the intention of having mutual enrichment, opening up the exchange of knowledge, with the aim of making the school more participatory, dynamic with the purpose of developing assimilated knowledge where each subject is more enriched.

*Interdisciplinarity is a possibility for reflections on knowledge, as well as the opportunity to criticize, modify and expand it. It is a possible means of “[...] achieving better training [...], encouraging the training of researchers and research [...], continuing education [...], overcoming the teaching-research dichotomy[. ...]” (FAZENDA, 1993, p. 32).*

There are many controversies about the role of interdisciplinarity in student learning and unfortunately little applied in pedagogical practices, it has a long journey to reach levels of discourse and innovative perspectives. Knowledge is a major challenge for the school, given its pedagogical work it presents a mission of only making a school participatory or democratic, but also a school with good learning indicators, that is, achieving skills and abilities in reading and writing.

*(VEIGA-NETO and NOGUEIRA, 2010, p. 67-68) argues that the moment when knowledge is used to protect or enhance sectoral interests ceases to be really useful, highlighting that the opposite of “really useful knowledge”, but rather “really dangerous knowledge”*

Veiga-Neto and Nogueira question that as soon as skills, practices and abilities are used to defend or applaud sectoral interests, they cease to be useful and become dangerous knowledge.

Within education, there are many theoretical frameworks that have influenced and continue to influence current educational practices. Piaget, the theory of constructivism, Vygotsky, sociocultural theory, Paulo Freire, critical pedagogy and many others. Piaget highlights that knowledge is constructed abusively by students, through interaction with the environment. Vygotsky shows the relevance of the social environment and coexistence with other people in the learning process. He developed concepts such as Zone of Proximal Development, or

Child. Paulo Freire emphasizes the importance of critical pedagogy.

*“...what is the zone of proximal development today will be the actual level of development tomorrow – that is, what a child can do with assistance today, he will be able to do alone tomorrow”. (VYGOTSKY. 1984, p.98 apud REGO, p, 1995. p.74)*

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According to Vygotsky, learning takes place through communication, social interaction, and that the development of the student's development is the result of the relationship with the other individual or with the world in which he or she is inserted.

Emília Ferreiro, an educator trained in pedagogy, says that the constructed being **Hi your knowledge actively and are proactive** is the protagonist of their learning. She states that the construction of reading and writing knowledge has an individual logic. She is famous for her work co-authored with Ana Teberosky where they presented a theory about the process and learning of literacy and writing by students.

## METHODOLOGY

The habit of reading is of great importance, a person who likes to read warms up their vocabulary, improves reasoning, in addition to providing vast knowledge on various subjects. Reading is responsible for forming the individual in relation to views and interpretations about the world in which we live. Reading is responsible for helping, in a significant way, the formation of the individual. It promotes reflections and provides students with quick thinking. Increases text interpretation skills.

The reading room must offer texts of different genres and provide conditions for working with the contexts in which the texts were produced. Because contextualization is extremely important and fundamental for students to make sense of what they are slow at. The ideal methodology to discuss this topic, in an article, would be to carry out a bibliographical review, investigating through studies and research that address interventions in the reading room during the period of cognitive development and the formation of students' reading habits. Furthermore, you may consider conducting interviews with teachers, students and education professionals to gather different perspectives on the subject. Also work questionnaire. Furthermore, the tasks may involve participant observations in the classroom, allowing researchers to feel the school environment and understand in more depth the dynamics and interactions between teachers and students. This qualitative approach welcomes a richer and more contextualized understanding of students' experiences and opinions, to contribute to the analysis of the topic in question.

## DATA ANALYSIS

Ndata analysis worked at EEF. Paulo Barbosa Leite, located in the municipality of Caririaçu Ce., had as its target audience, 6th year students in the morning, who had great difficulty reading.

The project, Reading Room One, was divided into three stages.

The students chosen were those who had the most difficulties in reading. In total there were six.

The project was divided into three stages. It is up to the reading mediator to confiscate the variety of titles and materials available in the reading room to support the planning and strategies designed to strengthen the work that will be developed with the students. It is possible to expand the class's knowledge and enhance the world view of students who will feel the pleasure and need to seek the knowledge and skills they desire in reading throughout their lives.

The project must contain activities that enrich the work before, during and after reading. First stage - before reading, the reading room teachers began preparing the environment and students for reading; explain the reason for their choice; prepare anticipation strategies to encourage background knowledge about the text such as theme, central idea, formation, genre; seek information about the author and investigate the images (if any), then present the book and its production context (genre, author, illustrator, images).

Second stage - during reading, prepare the reading with rhythm and intonation, in its entirety without any interruptions, taking great care so that all students can hear.

Third and final stage – after reading, we must clarify unknown words that were not well understood by the students, re-read parts of paragraphs to broaden understanding; go beyond and critically appreciate the text; make a written record; textual analysis; identification of references to other texts; do complementary activities such as films, dances, etc. discuss artistic activities with students; carry out evaluation and promote book lending.

At the beginning of the project, Reading Room, a Space for Innovation and Reading Encouragement, teachers from other areas were involved with students during the activity process. (Interdisciplinarity).

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We noticed a significant change in the students' attitude towards reading. There was a moment when they asked to read at recess and EEF. Paulo Barbosa Leite accepted the request and then gave up the space. The reading room teachers chose some students who excelled in reading and held storytelling workshops with them to become reading mediators at recess.

There has been an impressive change regarding book lending. Books rented to students were returned within the correct deadline. It is also important to emphasize attention and interest when telling the story.



The students' testimonies also gave us the certainty that the work is being productive. It is hoped that this project will serve as a basis for reflection on the topic of reader training at EEF. Paulo Barbosa Leite in the municipality of Caririaçu as well as in other school units in the same municipality.

## FINAL CONSIDERATIONS

This work will contribute to the development of an effective practice at the Paulo Barbosa Leite School Unit in the municipality of Caririaçu, contributing to the human formation of subjects with a focus on reading. That the reading room be a space for the construction of social knowledge and that the process of interdisciplinarity can occur in a constructive way among educators, complying with normative documents such as the Pedagogical Political Project based on the principles of the Law of National Common Bases for Education – LDB.

That sums of knowledge can be achieved throughout an entire structure of knowledge and that students achieve the desired skills and abilities throughout their entire life in society.

Reading is one of the extremely important achievements, it is part of learning and the internalization of knowledge, it allows everyone to be part of a space that progresses daily, and motivates students to read from a young age. And this makes them part of this environment. Given this, we believe it is of great importance for the future of humanity. The presence of reading in their education makes the student develop and improve their skills in the school and social context to which they belong.

The teachers in the EEF reading room. Paulo Barbosa Leite from the city of Caririaçu Ce, must know how to adapt books for children in the 6th grade

Year, to generate and stimulate the pleasure of reading. Develop permanent reading habits and a continuous process that begins at home, improves at school and continues throughout life.

The readings were mediated by the teachers in charge of the reading room, with support from the other students, who acted as a model reader and student stimulator, where whenever possible, the boys were involved in planning tasks and group reflections, with the objective of helping to train readers.

*ssituate the act of reading in the context of human communication. To overcome any simplistic characterization that places the act of reading as a mere receiver-message interaction, phenomenology seeks some description that allows deeper reflection on the issue. [...] trying to overcome the limits of how (easily achieved in communication or reading manuals), to reach the horizon of why. SILVA, (2012, P. 56)*

MThis meaning, the reading process is based on the multifaceted aspects of the structures it presents, such as the textual elements of cohesion and coherence, the punctuation process, the meanings of words, these parameters make reading comprehensible, and this consequence invigorates the interpretation of all textual meaning outlined in it.

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