THE READING PROCESS WITH THE USE OF TECHNOLOGIES

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SUMMARY

This text is an excerpt from the Master's Dissertation that addresses THE TRANSFORMATION OF THE REALITY OF READING PRACTICE WITH THE USE OF TECHNOLOGY – 2ND YEAR OF HIGH SCHOOL. The work sought to verify the challenges and possibilities of digital reading in the school context. Starting from relevant theoretical foundations (CHARTIER, 1999, 2003; COLOMER, 2007; ROJO, 1998; SOBRAL, 2002; TERRA, 2015), initially, a questionnaire was applied in order to know the reading preferences of the students. Then, reading practices were carried out in printed and digital media to evaluate the students' reception to literary reading in the different platforms. From the data obtained, we found that digital reading is an important tool to be used.sby educators since it allows instant access to the text anywhere. However, this type of reading does not minimize the importance of printed books, because, even with access to the internet, many students demonstrate a preference for contact with paper when reading and even those who enjoy reading in digital media do not rule out the practice of reading in printed media.

Keywords: Reading practice; printed reading; digital reading.

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INTRODUCTION

In today's knowledge society, it is essential that our students have the critical skills necessary to understand the contemporary communication and information landscape. Therefore, it is necessary to train our students to look at and use the digital universe more critically and selectively, that is, they need to become digitally literate. Thus, reading practice in schools cannot ignore the new textual structures brought about by new technologies, thus requiring adaptation so that they can be used. as innovative and stimulating forms in the teaching-learning process.

By including technologies in our teaching practices, we will be adapting teaching to current demands and also contributing to a teaching that values   and encourages active student participation. Therefore, the use of information and communication technologies in teaching, in addition to methodologically enriching classes, can rescue and value knowledge and skills that students already have, thus serving as a bridge to the acquisition of new content through teaching and learning. more contextual lized.

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Through the use of technological resources, the student's research sources are expanded, enabling interactivity, functioning as a stimulus for learning, as the Internet exerts an enchantment over students, encouraging them to seek more knowledge. It is known that technology alone does not solve students' reading and writing problems, but it can be a great ally in the teaching and learning process.

Given this new context, what actions should be taken to encourage students to take ownership of reading? If there are new resources to be explored for access and practice, their use must be encouraged and not rejected. It will not be by combating technology and the Internet in the classroom that students will make good use of it, but rather through interesting practices that enable the conscious use of technology during classes.

It is necessary to transform digital technologies into a knowledge tool that can be acquired not only from readings proposed in the school context (and strictly in printed media), but also from readings from the world. So, why not use digital texts that arouse your curiosity and interest for this purpose?

1. Digital age and access to technology

Until the 19th century, reading was a constant activity in people's daily lives. Through newspapers, There was news about world events. With the advancement of technology and the invention of radio, television and cinema, an ever-increasing distance was created from the habit of reading in favor of oral and visual versions of culture and leisure. As a result, the presence of people in libraries and bookstores decreased, and books were gradually removed from the entertainment scene.

Writing followed a similar path: with the invention and development of the telephone, people stopped writing letters and began communicating through phone calls. As the telephone system developed and became more accessible to the population, the system of sending letters weakened and was replaced by faster forms of communication: fax, email and cell phone messages.

Then, with the evolution of technology for computers and smartphones, the main means of communication returned to written form. Today, through apps and social networks, we send and receive messages, informing our contacts about our lives, our thoughts and our philosophies.

In the digital age, reading and writing are so intrinsic to everyday life that we don't even realize that when we turn on our computer or unlock our cell phone screen, we can read almost immediately. As long as we are connected to the Internet, people are reading. Most likely, when we receive a message, we respond by writing. Even if it is not traditional writing, with pen and paper, it happens very frequently.

Digital social networks change not only people's daily lives, but also their behavior in the face of new possibilities for communication and interaction. It is clear that one of the behaviors most affected in young people who use digital media was reading and writing, as social networks become part of the lives of these young people who are also involved in various segments of education, so young people takefor the classroom new reading and writing experiences, which before the networks had no access.

With these new devices brought about by digital technologies, a new reader is born, with a new reading behavior. It is understood, then, that the evolution of digital technologies causes changes in reading modes and strengthens online teaching, especially with regard to media. This should not be understood in a radical way as a complete break with reading strategies used in analog texts and contexts, but rather the need for specific reflections and strategies that recognize the possibilities, challenges and strategies of reading and text production in the digital environment.

Vilaça (2012) acknowledges that there are studies that prove new reading and writing requirements resulting from digital technologies. Santaella (2013) emphasizes that examining the reader's profile is essential to if you think of any projects that aim to introduce the use of information networks to increase educational processes at any of their levels.

The role of Education, based on technological advances, is to reflect on new information and communication technologies, thus knowing how to infer from them so that they contribute positively in the classroom with our students and not fall into the error of prohibiting the new due to lack of knowledge, fear and limiting ourselves to what we already know or even falling into complacency.

Specifically, the role of the school institution in this new society is not to be alienated in relation to the current context, the digital era, but to position itself so that everyone involved in education is made aware of and trained to use technologies in the classroom, also broadening the vision

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to instruct the community and is always updating its pedagogical practices, advancing in tune with new knowledge that emerges.

We will be able to educate safely, so that students can learn in a hybrid way, that is, in a diversified way. With better use of time and space, with the ability to learn about new cultures and communicate better with the world; being able to argue and make their own criticisms. A complete citizen, capable of making other disciples. We will be teaching to transform lives.

Thus, the digital era has come to transform education in a positive way, helping teachers to strengthen student learning and also to create new ways of thinking about internet access. According to SHIRKY (2011), the best alternative for the process of knowledge and human evolution is social media. The technology currently present maintains a very close relationship with contemporary society; everywhere we look we see the advancement of technological tricks in favor of man and his needs.

In the era of information and communication technology, the role of the school has been changing, because, in addition to preparing students for the conscious use of these technologies, it must also prepare them to deal with the constant changes in the technological environment and the excess of information. Therefore, the role of those who deal with knowledge has been modified by these relationships that permeate the use of ICTs, highlighting that "the presence of a certain technology can induce profound changes in the way of organizing teaching" (KENSKI, 2012, p. 44).

In contemporary times, we have many technologies that can be used in the classroom, which is in line with a society marked by information and knowledge, since, through these means, we have the possibility of virtual access to a diversity of content available on the network, where the user can have access at any time.

This technological development has brought many benefits in terms of scientific advancement, which is why it is essential for research professors to associate their research work with their pedagogical work.

Following this line of reasoning, the author Bortoni-Ricardo states: The teacher who is able to associate research work with his/her pedagogical work, becoming a teacher researcher of his/her own practice or of the pedagogical practices with which he/she interacts, will be on the path to professional improvement, developing a better understanding of his/her actions as a mediator of knowledge and of his/her interaction process with students. He/she will also have a better understanding of the teaching and learning process (BORTONI-RICARDO, 2003, p. 32-33). Reading practices and the use of ICTs: experiences and experiences in the teaching of humanities and languages.

2. The process of reading and seeking to expand your practice

The introduction to the world of reading should happen at home, with the help of parents. However, this is not always the case. The world is increasingly fast-paced, many parents have double shifts and, therefore, it becomes more convenient to turn on the television, lend a tablet or cell phone to distract a child than to sit down to read with them.

In the reading process, it is necessary to spend time with the learner so that he or she becomes a good reader. The work of a reading mediator is necessary, which is not easy, to the point of being reduced to a manual of functions.

In the mediator's job, the essential thing is to read in as many ways as possible: firstly for oneself, because a reading mediator is a sensitive and perceptive reader, who allows himself to be touched by what he reads, who enjoys it and who dreams of sharing what he has read with other people.

A mediator creates rituals, moments and atmospheres that are conducive to facilitating encounters between him/herself and the reader. Sometimes, he/she may read a story aloud or change the tone of voice in order to make the reading real and dynamic, in order to teach joy and the feeling that a fluent reader should have. Thus, on certain occasions, the The mediator knows how to pique the student's curiosity to enjoy reading.

Therefore, a reading mediator reads his readers: who they are, what they dream and what they fear, and which texts or books can create bridges with their questions, with their vital moments and with this need to construct meaning that drives us to read, from the beginning and throughout life.

More than ever, therefore, it is necessary to recreate the world of reading within educational institutions. Part of the responsibility for this action lies with the professionals who work within these educational institutions, such as teachers, coordinators, librarians, and managers, creating strategies that, in addition to awakening reading skills and the pleasure of reading, encourage students and people in the community to become reading mediators.

Therefore, in this context in which we live, the school becomes more relevant in encouraging reading, because in most cases, it is through reading that the student will have his or her first contact with reading. However, if the act of reading for pleasure is commonly encouraged among children, why do educators change their attitude when students reach the final years of elementary school? Well, reading should be seen as something enjoyable, not imposed. And knowledge needs to be a consequence of something that was done by the student and that made sense to their experience.

> We know that children's experience of contact with books must precede school age. We can say that children must discover the pleasure of reading long before they learn to read. Such information refers to the importance of the family environment in the formation of the reading habit. However, although the role of parents is fundamental, it is the teacher who has the greatest expectations. This situation has historically been configured from the moment when the school becomes responsible for the literacy of children and assumes their subsequent educational formation. It is then up to the teacher to introduce the child to letters and encourage their taste, aiming to develop the habit of reading (ZILBERMAN, 1993, p. 86).

It is noted that the reading process in society has been modified as a result of new media, thus creating new ways of reading for a "virtual society". Chartier (1999) makes a comparison between the physical book and the large network. He emphasizes that the physical book is closed, while in the network there are no limits, no borders. He also highlights that, in the large network, the reader has the possibility of "shuffling and intersecting" texts, for him "all these features indicate that the revolution of the electronic book is a revolution in the structures of the material support of the written word as well as in the ways of reading" (CHARTIER, 1999, p. 13).

According to Freire (1994), the act of reading is important because it demonstrates a particular way of reading the world. The way the world is seen changes when one acquires the habit of reading, because true reading is rereading reality, that is, it reveals a critical view of the world. It is known that reading the world does not arise with the practice of reading texts. As Freire (1994) says, Reading the world precedes reading the word. Thus, even before someone reads a word, there is already a reading of the world that will base the reading of the word.

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, requiring 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 human beings in relation to the reality that surrounds them. Just as reading can be an escape, it can rescue the subject, bringing him back to reality, making him reflect and transform the world that surrounds him. We cannot lose focus on preparing students fully, leaving them ready 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 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 the that result from the world of everyday life. (FREIRE, 1997, p. 20).

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With all the changes that the digital age has brought about, we can see that in this chapter; given all this contextualization, it is understood, therefore, that there is a new reader, with a new reading behavior, through the networks. The reader-author emerges, the one who goes from the passivity of reading physical books to the protagonism of the reader of the large network.

CONCLUSION

As we have seen, the research addresses the importance of reading and the influence of technology on it. The need to change reading practices with the use of technology; in order to broaden the student's vision and awaken in them the pleasure of reading.

This research revealed that the rate of habit and taste for reading among students is very low. Although the Internet is part of students' daily lives, printed media is still the most widely used source for reading. When students use the computer, most of the time is spent on entertainment rather than research.

Teachers, in turn, emphasize the importance of intellectual and cultural development. They point out that young people read little because they do not have the habit of reading and because they are increasingly influenced by computers.

Young people recognize that the practice of reading has changed with the advent of new technologies and that they are poorly prepared to appropriate the various information and communication technologies, requiring ongoing training.

After the research, it was concluded that reading is fundamental in people's lives, as it provides information in any context and any area of   knowledge. However, we are faced with a generation that has not yet acquired a taste for reading, even though they recognize that it is essential for personal development.

Perhaps the fact that young people do not like to read is because the habit of reading was not encouraged from an early age, because these young people have not yet discovered that there are readings that suit their tastes, because they lack interest, desire, because they have computers in their hands thinking for them, etc. There are countless reasons why they do not read; however, acquiring the ability to read is a challenge that must be overcome. This generation of the digital age has many opportunities to make good use of technology for the good development of reading and learning.

What we see is that despite living in the digital age, where technology is increasingly present, the incentive and taste for reading must be cultivated. This is a reality in education and there is no way to escape it.

It is also worth highlighting here the role of the teacher, who ceases to be a mere transmitter of knowledge and becomes a stimulator. The one who facilitates learning and guides the construction of knowledge, enabling the student to be a fluent reader and a researcher, who does not act before reflecting.

According to Moran, "The teacher now becomes the stimulator of the student's curiosity to want to know, to research the most relevant information". The teacher's biggest challenge is to use the resources made available by computers as a teaching tool.

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