

International Journal of Human Sciences Research

HOW THE DEVELOPMENT OF READING COMPREHENSION IS BEING ADDRESSED IN REGULAR STUDENTS AND WITH SEN ASSOCIATED OR NOT WITH DISABILITIES, IN THE CITY OF QUITO- ECUADOR

Arciniega Acosta Bayron Pabel

Rector: Fiscal Educational Unit "Juan Suárez Chacón". `` Pontificia Universidad Católica del Ecuador``, Master in Education with a mention in ICT-mediated learning management, Quito-Ecuador
<https://orcid.org/0009-0009-9186-1271>

Jaramillo Guevara Edwin Ruperto

Rector Unidad Educativa Fiscal "Nicolas Jiménez". `` Pontificia Universidad Católica del Ecuador``, Master in Education with a mention in ICT-mediated learning management, Quito-Ecuador
<https://orcid.org/0009-0000-3881-7911>

Dávila Dávila Liliana del Carmen

Teacher Fiscal Educational Unit: "Nicolas Jiménez". `` Universidad Central del Ecuador``, Master in Education with a mention in ICT-mediated Learning Management, Quito-Ecuador
<https://orcid.org/0009-0009-8652-1598>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Morejón López Adrián Stalin

Teacher Fiscal Educational Unit
“Nicolas Jiménez y Planeta Azul School”.
“Universidad Tecnológica Indoamérica”,
Magister en Educación, Quito-Ecuador
<https://orcid.org/0009-0006-0603-2144>

Viteri Izurieta Sandra Betzabé

DECE Coordinator Fiscal Educational
Unit “Juan Suárez Chacón”.
“Universidad Politécnica Salesiana”,
Psychologist, Quito-Ecuador
<https://orcid.org/0009-0001-3867-7995>

Lozano Guailas Rosa Etelvina

Sub. Inspectoría Unidad Educativa Fiscal
“Ing. Juan Suárez Chacón”. “Universidad
Bicentenario De Aragua”, Master
in Education Mention: Educational
Planning, Maracay-Venezuela
<https://orcid.org/0009-0004-1602-6704>

Zurita Cola Byron Napoleón

Rector: Fiscal Educational Unit: “Brethren”
“Universidad Central del Ecuador”, Master
in Higher Education, Quito-Ecuador
<https://orcid.org/0009-0008-5628-8484>

Andrade González Joselyn Salomé

Docente Unidad Educativa Particular
“ANAN”. “Universidad Central del
Ecuador”, Graduated in Educational
Sciences with a mention in Language
Sciences and Literature, Quito-Ecuador
<https://orcid.org/0009-0005-2269-4765>

Peralta Andrade Erick Daniel

Cheff. “Freelancer”
“Universidad Tecnológica Equinoccial”,
Gastronomic Administrator, Quito-Ecuador
<https://orcid.org/0009-0002-1934-8544>

Delgado Guevara Juan Carlos

Rector: Fiscal Educational Unit “Atahualpa”.
“Pontificia Universidad Católica del
Ecuador”, Master in Education with
a mention in ICT-mediated learning
management, Quito-Ecuador
<https://orcid.org/0009-0006-2986-1834>

Rosero Meneses Ruth Mireya

Analyst of the Student Counseling
Department at the School of Basic
Education: María Teresa Dávila de Rosanía
“Universidad Central del Ecuador”,
Graduated in Educational Sciences with
mention in Educational Psychology
and Guidance, Quito-Ecuador
<https://orcid.org/0009-0001-6006-2030>

Nieto Rubio Marcia Valeria

Docente Unidad Educativa Fiscal
“Andrés Bello”. “Universidad
Tecnológica Empresarial De Guayaquil”,
Magister En Educación Mención En
Pedagogía, Guayaquil-Ecuador
<https://orcid.org/0009-0001-7767-8835>

Andrade Rivera Guadalupe Esperanza

Vice Chancellor Fiscal Educational Unit,
“Ing. Juan Suárez Chacón”. Multiversidad
Mundo Real Edgar Morin, PhD in
Complex Thinking, Mexico DF
Quito-Ecuador
<https://orcid.org/0000-0002-9156-2716>

Abstract: The objective of the research was to determine the impact on students with special educational needs, the adequate development of reading comprehension and the impact on their academic success or failure; It is based on the hypothesis: that if teachers expand the ability to construct meanings from the significant contents of a text and establish links between reading and other preceding ideas, in students with special educational needs, satisfactory results will be obtained in the cognitive development of the student. It is concluded that it is society that has to expand its capabilities to adapt to the diversity of people, while recognizing the role of the integration of the teacher and the family in the materialization of the method and its impact on the cognitive development of the student. student.

Keywords: Education, reading comprehension, special educational needs.

INTRODUCTION

In the educational process, there are valuable aspects that teachers are aware that we must develop, and we use all the resources that are within our reach to be able to achieve that objective with our students and in most cases, we achieve it. But after a deep analysis in some educational institutions, the result is that many of our students, from the 6th grade of basic education to high school, do not enjoy reading. They see it as a tedious and annoying activity. To this we must add a worrying percentage of students who cannot understand the message of the text they are reading.

These data are due to an important detail that we teachers are overlooking. What is developing the reading process, but with strategies that are pleasant for the student and for that, teachers must break barriers, explore a new world, which gives us new work strategies and forces us to leave the state of

comfort to the that we have arrived. And a valuable detail of this new tool is the ease of an adequate educational inclusion process.

Because it adjusts to the needs of each student, whether or not they have SEN associated with the disability.

It is the educational process, from the complexity, the development of the 7 knowledge necessary for the education of the future of Morín, also strengthened with criteria from other authors, important within the educational process, that we have worked on. So let's rediscover this wonderful world of education, strengthened with complexity, and with a true process of educational inclusion.

OBJECTIVES

GENERAL OBJECTIVE

Build a methodological didactic proposal to adequately develop reading comprehension in people with SEN, managing to raise their level of knowledge and contribute positively to their academic and cultural training.

SPECIFIC OBJECTIVES

- Investigate the appreciation that students with SEN and teachers have about the methodology that is currently applied in the reading comprehension process.
- Point out the educational needs that need to be solved in the teaching-learning process of teachers to develop adequate reading comprehension in students with SEN in an integrative manner.
- Focus on the didactic and methodological aspects that must be modified or increased, for an effective process of developing reading comprehension in students with SEN.

HYPOTHESIS

By identifying the reality experienced by students with SEN, their families and teachers with reference to the issue of the development of reading comprehension. Will we be able to apply inclusive educational strategies, with better results?

READING COMPREHENSION

In order to enter the field of reading comprehension, we must analyze, internalize and make “understanding” become part of us, in this reality that is inside and outside the natural environment, of the biopsychosocial being, but with an education divided by subjects. Understand the uncertainty, the evolution, the changes in all aspects that surround education, the student, the teacher. It must not be treated in isolation because understanding is linked to all the processes, resources and actions of the human being. These interact in various ways and become a set that has a life of its own, which is recursive and dialogic. From this aspect, the field of reading comprehension is approached, which is a primary tool in the educational process, according to the words of Vygotsky who mentions that:

Thought, language and the understanding of thought and words are aspects to which greater attention must be paid, as long as we do not understand the interconnection that exists between them, none of these questions can be answered, because the reality is that these connections interfunctional have not received the attention they deserve. (1982,p.1)

Because if the field of education continues to consider that thinking and understanding our environment are two different and separate fields, it will not be possible to develop adequate skills in students. Taking into account that we are talking about the regular student population, what then happens with students who have a disability? A student who

cannot easily listen to and decode the message from the environment is unfortunately being left out of the entire process of discovering the word, his language, his identity, aspects that are valuable in the development of the human being, he clearly says so. Morin:

The internal obstacles to both understandings are enormous; There is not only indifference but also egocentrism, ethnocentrism, sociocentrism, whose common characteristic is considering itself the center of the world and considering everything strange or distant as secondary, insignificant or hostile (1999, p.53).

Because socially one grows up with ideas that divide the environment, the actions or behaviors of adults are assimilated by children; marking everything different as bad. So you can see that this fragmentation does not only occur in education, unfortunately it is in people's way of life.

It is important to remember that the reading comprehension process develops from the interaction between the cognitive structures, content and knowledge of the student, which will lead to mental representation (creating a meaning of the text, the idea, etc.) In conclusion, understand and learn. But reading comprehension is not simply reading and decoding the words of the text, the important thing is that the student can extract ideas that will be useful to understand the message, using their previous experiences with reference to the topic of reading, and then be able to interact with them. his colleagues and with his environment. From the words of Freire, who mentions the process of reading comprehension as a “process that implied a critical understanding of the act of reading, which is not exhausted in the pure decoding of the written word or written language, but is anticipated and extends in the intelligence of the world” (1990, p1), by developing reading comprehension, human beings manage to

discover a vital tool, a weapon, to face life, because it means that everything that the world, nature, offers, You can transform it into words and create your own ideas, nourished by everything you have read, understood, and assimilated. Your words, your ideas, become creators of your reality.

By speaking and internalizing with true awareness everything that a human being can do when they develop their reading comprehension, it is really exciting, just imagining all the barriers that they will be able to overcome and the beauties that they will be able to create. And then, how can we open the doors of this creative universe to people with hearing disabilities? Because in the educational system, which is taught by universities to current teachers and teachers in training, we are framed in a linear scheme, which determines the process of reading comprehension, in listening, speaking, auditory discrimination of sounds and phonemes., auditory memory, reading and writing process, reading with fluent writing and reading comprehension. And in this linear process of development, where is the process for deaf people? This is the reality that drives the formation of a comprehensive reading process together with the complexity and from the reality of people with disabilities, with them and for them.

THEORETICAL BASES OF READING

What is reading? According to the RAE, it is “Passing your eyes over what is written or printed, understanding the meaning of the characters used.” (2014). That is to say, it is a cold process, taking a text, seeing it and understanding it, without involving any prior knowledge. According to the etymological dictionary it says, “From the Latin verb Legere, in principle it is to choose. But reading is understood as an intellectual act of choosing and combining graphemes to extract meaning,

hence it also means reading” (2021). This concept can be related to the idea that reading is acquiring something, after a process, such as being able to understand the world, after understanding ourselves. Developing the skill of reading opens the doors to knowledge, but it must be an approach that encourages curiosity, forming a link with graphemes and phonemes from the child’s interest; Let it be an emotional process that brings joy, pleasure, satisfaction from discovering and then creating. But when the student, with or without disabilities, does not have this first approach to reading in a positive way; On the contrary, he feels forced; Even this process is sometimes involved with physical and psychological abuse, so reading will not be developed with pleasure and even less as a creative means, breaking this path that will allow you to easily develop reading comprehension. It is at this point where teachers and families must analyze and accept their degree of responsibility and for this reason this society is made up of people who do not enjoy reading.

It is clear that this poor approach to the reading process does not determine academic failure, nor does having or not having a disability, because in their development process, the student can find another person who inspires them, or they themselves discover the pleasure of reading. read. But we are talking about that this is the “longest path”, teachers and families must lead by example of the joy of reading, show students how liberating reading is, not ignore the reality that surrounds them. And if the student has some type of disability, it is our responsibility to find the appropriate strategies so that the universe of reading is accessible to the student, because accessing reading and developing reading comprehension will help the progress of their life, it is a weapon of social change and progress for a country, liberator from violence and oppression.

Within the process of acquiring and developing reading skills, teachers plan it with the following levels: lexical (set of words), syntactic (the structure of the sentence, the functions and connections of words) and semantic (meaning of linguistic expressions, meaning of words), process that determines the success of reading acquisition, but sometimes it is necessary to realize that the student's reading may only be mechanical, that is, that he is encoding or giving it a sound to the graphemes without understanding the message, and when that happens, the student loses motivation for reading, giving rise to difficulties at the academic level. In Ecuador the following levels are used:

Pre-reading (a quick reading, what the text is about), Reading (reading both mechanical and comprehension aspects) and Post-reading (Activities are proposed that allow you to know how much you understood); Its process is different from the previous one, but it also has the same risks that the student has a mechanical reading and cannot convert the information into something valid.

What must also be highlighted in this part is that all these reading development processes do not contemplate a strategy for students with disabilities and that is the great gap that it leaves in the education of teachers and that is reflected in their practice. in the classroom, when a student with SEN arrives in our group and we do not have the knowledge or tools necessary for a good educational process.

DEFINITION OF READING COMPREHENSION

A fundamental process to be able to advance in learning, reading comprehension helps us as students to more effectively overcome any difficulty that arises in the development of cognitive skills. Reading comprehension requires humans to build a mental representation of the text and also

relate the content to their prior knowledge. The reader must adopt a mentally active role while reading and if they do not adopt an active role in reading or lack prior knowledge necessary to process the text, this path will be interrupted and you will fall into mechanical reading.

At this point, the definitions of several authors on reading comprehension can be mentioned.

“To understand the meaning of a text and the author's intention when writing it” (Encyclopedic Dictionary of Special Education) (CEPE). “Hierarchy of psychological processes: selective attention, sequential analysis, discrimination/decoding and significance.” (Ross, 1976). “A process through which the reader elaborates meaning in his interaction with the text.” (Tebar, 1995). Decoders of “Skills, analysis and organization of read material that when automated increase understanding” (Rourke, 1982). “Reading Comprehension is understood as the process of using the keys given by the author” (Johnstone, 1989). The Comprehension of a text is the product of a process regulated by the reader, in which an interaction occurs between the information stored in the reader's memory and that provided by the text (Defior, 1996). Reading Comprehension consists of penetrating the logic that articulates the ideas in the text, and extracting the global meaning that gives meaning to the textual elements. (Melendez, 2007)

After reading and analyzing the criteria of the cited authors, coincidences are found such as decoding the words, understanding the meaning of the terms, maintaining a sequence of ideas in the sentences and allowing the reader to internalize the message of the written document. But these definitions, in their structure and work process for teachers, are fragmented, at this point the words of Morin fit, who says: “Understanding is both the

means and the end of human communication, the development of understanding requires a planetary reform of mentalities; that must be the work of the education of the future” (1999, p.58) of an education that must be inclusive, that allows accessibility to information, spaces, knowledge and a dignified life for all, where differences Do not separate us, on the contrary, be our strength. Enriching the environment, as suggested by Smith, who states that in order to adequately address understanding:

There is now a growing recognition of the importance of understanding as the basis of learning, but at the same time there is a feeling that understanding must be taught in itself, which can be analyzed into a series of “understanding skills” that are supposed to be can be taught without understanding, (1980, p.40).

LEVELS AND COMPONENTS OF READING COMPREHENSION

In order to enter the levels of reading comprehension, we must point out that reading and its components are related to complexity, for example, we do not have a single definition of the word read, because there are people who analyze it as the process of understanding what that is in the document, which is not always achieved. It can also be said that everything that corresponds to reading; It is a process directly linked to complexity. It is because the writing can be something that was printed based on codes that the subject decodes to obtain the message that is trapped there, but if the subject does not know those codes (language, or does not know how to read) then the process cannot be completed. That’s what Smith says too.

Reading is not a matter of identifying letters to recognize words that lead to obtaining the meaning of sentences... any effort on the part of a reader to identify words one by one,

without taking advantage of the meaning at all, indicates a failure in understanding and will probably not succeed, (1983, p.28).

This way, we enter the levels of reading comprehension, which are the following: literal, inferential and critical.

The level of literal reading comprehension is the first skill that the teacher must work on with the student and also with the support of the family. The appropriate approach to this first level will allow students to explore and subsequently take their knowledge to higher levels, and this Skill is the basis for good reading comprehension because it allows the student to identify the information that is written in the document. Here teachers play a crucial role so that students achieve this level. You must carry out activities that are directly related to the components of reading comprehension, in this first aspect it is linked to three of the five components, this is phonemic knowledge, where the child begins to develop, to create through various sounds In his words, what is very important in the evolution of the human being, this complement is closely linked to the sense of hearing. The child first develops the identification of the sound, then the discrimination of the sound among others and finally, the auditory memory of it. This process works with all the sounds that are in your environment, but for reading comprehension we will focus on the sound of the words, which are complemented by several letters with their own sounds.

Elementary phonetics: This is the skill in which students decipher the relationship between what is written and the sounds they generate with their lips, tongue and voice. That is why it is important to use the phonetic process, when they are in their first approach to the world of reading and writing, that way they will be able to identify the individual sound of each written letter, first it will be from sound to sound, that is, from letter to

letter and then will reach the word.

Fluency in reading: Subsequently, from the process mentioned above, the student can access written documents with ease and pleasure, according to his age and interests, here the exercise is to acquire speed in his reading, mastery of his voice, his understanding in the decoding of the word, your sight and your breathing, but it is not only speed or mechanical reading, it must be understood, it can be a reading aloud or silently, but the objective is for the message to be deciphered and then the development of expressions and intonation when reading aloud.

Inferential reading comprehension level: As its name indicates, it is the moment in reading when the student can make a deduction from what he is reading, he can imagine what can happen in the next paragraph, that is, the skill of Being able to see beyond what is written, have your own conclusions, understand what is implicit in the text, you can predict, propose a different ending to the story, or a new title, and it also awakens interest in new words that appear in his text, which relates it to the other two components, that of vocabulary development: When the student has a good reading speed and it is understood, then he moves on to readings that are within the child's interests, but that are at the same time a challenge to their understanding, with new words, where the reader needs to discover (through a dictionary or by implicit understanding) the meaning of new words, which will help them enrich their vocabulary.

Comprehension strategies for reading: The objective of this skill is for the reader to understand what they have read, with a vocabulary that is gradually enriched. After reading, he can remember and communicate to others what he read. For this skill, the student needs his teacher, who will guide him with strategies to remember and memorize

details that will help him generate a summary of his reading. But this is through active reading and adults who set an example of the habit of reading.

Thus we reach the last level of reading comprehension, which is the critical level: when the student reaches this level, it means that he can make a critical, ethical assessment of the content and ideas expressed in the document, obviously related to previous knowledge. that the reader has. At this moment, the student will make his own arguments and will be able to debate with his classmates or teachers, which allows the class to become more dynamic by applying tools such as debate, discussion tables, democratic dialogue, etc.

Up to this point, the intimate combination between the levels and the components are perfect, easy to follow and as teachers motivated to guide our students in this beautiful world of reading, stories, legends, poetry, expression. But if the process is carefully observed, the primary element in the human being according to these levels and complements to be able to read and understand a text, is basically his senses, and here the question arises, are there procedures to develop these components, but in students? deaf? They do not exist, or those that exist are not a fundamental help in the teaching work and their students with SEN associated with hearing disabilities, why? Aren't these students part of our society, our schools, colleges and families? The reality is that all students with SEN are also part of society, and in the future they will be part of the economically active population. But if the educational system does not change, then this group of young people will be without an important tool for their personal and professional development. If specialists continue to carry out their research in a fragmented, isolated manner, without a planetary vision, then it will be difficult for

us to find an adequate solution for education, society and generating true inclusion.

INCLUSION, DIDACTICS AND METHODOLOGIES

In order to address everything related to inclusion, we must first break the wrong criteria that a large part of society has, where they think that what is different is bad. We must work on a comprehensive education with adults, in the home and all its members, because we are a reflection of the values that families inherit from us, we must be aware that every human being has the right to be treated as equal and not marginalize them for to be different. In recent years, as a society we have made progress with reference to the issue of inclusion, in the legal aspect a complete response has been given with reference to people with disabilities, even the RAE changed its definition of the word “disability”, now what we need is a change in attitude and a determined commitment from society in general.

To achieve what is already stipulated in the law and for society to be more empathetic, we must take into account some important aspects such as improving the curriculum in teacher training universities, with tools and didactic strategies that are completely close to the reality of the students. with disabilities and implement the breaking down of barriers, this way a response can be given to the diversity of the group, developing interdisciplinary-transdisciplinary projects, which are not limited to work by subjects. Also launch processes of assessment and early identification of disabilities, then teachers will be able to eliminate or minimize the barriers that limit students’ learning and participation, thus providing appropriate pedagogical aid to students, further specifying and developing their potential. offering the opportunity for a wide variability of activities, skills and content

linked to their emotional, cognitive and behavioral development.

And in order to achieve this objective, Ecuador must change its model, where it classifies students with SEN, towards the application of elimination of Barriers to Learning and Participation (BAP), a model that is being used throughout Latin America, (with few countries who do not apply this model) where better results have been seen. The application of didactics will be carried out, which not only seeks academic or theoretical development, but is also focused on social and practical development, that is, as a tool for teachers that will help improve the teaching and learning processes. giving alternative solutions to the problems encountered daily in student groups. Thanks to the contributions of theorists such as K. Lewin and W. Carr, who maintain that didactics is a versatile tool, since it can be understood as a field of scientific knowledge, as curriculum design or as a methodological strategy, which proposes and challenges teachers to be researchers within their classroom, and through teamwork they can help their students achieve their goals, develop their skills and achieve a better future, fulfill their life project.

How can a teacher adequately apply didactics with students with educational needs? Develop the theory of the contents from practice, doing with your hands, forming your own experience, discovering with all your senses, skin, smell, taste, the varied world that surrounds you.

Remembering that didactics does not work in isolation, it is made up of all other disciplines, which motivates the teacher and his students to be innovative and analyze with a critical lens everything that is in his environment and the student will be challenged to confront New ideas, with all their previous learning baggage and like a game, will develop their abilities, their

intelligence and their level of communication. As Vygotsky defines it in several of his works, in the “zone of proximal development”, a process where the student is the main actor in his learning, he mentally organizes the stimuli from his environment, processes them, builds them and transforms them. The objective of didactics is to improve the teacher’s intervention in teaching, fully committed to educational practice, highlighting the affective component, respect and valuing the other. By stimulating and enriching your environment in a sincere and positive communication environment, activities become truly inclusive and educational.

For this inclusion process to be strengthened, methodological strategies are needed that meet the objective of linking students through the BAP; It must be understood that when talking about Special Educational Needs (SEN), students are labeled as the “problem” in the child, which leads to reinforcing the low expectations of students, as well as the belief that of the participation of experts to achieve integration. On the other hand, the educational inclusion approach eliminates the term children with SEN and uses the notion of Barriers to Learning and Participation (BAP), which allows the context (culture, policies and educational practices) to change. to promote student learning and participation.

Education with an inclusive approach involves the identification and elimination of barriers, allowing students to expand their learning and participation processes. It must be noted that in 2004, UNESCO published the Open Agenda on Inclusive Education. With support materials for the people responsible for educational policies in each country. This document is an important resource for those who carry out administrative functions and decision-making within the educational system, with the aim of achieving a truly

inclusive system.

Currently there are numerous investigations, manuals, compendiums, guidelines, standards and regulations dedicated to informing and guiding educational authorities and teachers in aspects that favor educational inclusion processes. Which will allow a teaching and learning process; with methodologies that start from ideas, which when applied in an appropriate and structured manner inspire and guide the activities of teachers together with their students and seek to achieve the educational intention, which is to move from dependence to independence of students, generating changes, innovating and with the ability to solve problems that emerge in their path, which will allow a continuous transformation that becomes imbalance and cognitive rebalancing, because all this learning will be done from their own discoveries and experiences motivated by reflection, search for solutions respecting the diversity and uniqueness of their environment and here the teacher is an open-minded mediator, because the methodology is not fixed and immutable, on the contrary, it is dynamic and plural, because education in general is open, changing and now must be inclusive.

PROBLEM FORMULATION

Why address reading comprehension for students with SEN in the City of Quito-Ecuador in the 2020-2021 school period? For our society, understanding the reality that people with SEN live in their educational process will allow them to feel what the reality of these people is, those who are different from others, it is vital if we want to grow and evolve as human beings. Unfortunately, our culture tends to make invisible all those who are different, denying them a quality education where educational “adaptations” are in reality giving the minimum of the minimum, that is, a poor level of education,

limiting the possibilities of growth, learn, discover. It is going against the laws that require inclusion, especially in education, such as equal opportunities. When our society is aware of the exclusion actions it carries out, then we can work on true inclusion and not only in education, but in all areas.

Within the educational process, we will be able to give true prominence to the student with SEN, in building their own skills, discovering their abilities, stimulating and working appropriately on reading comprehension, actions that will allow them to build their self-image in a positive way, with confidence. and self-esteem.

It will allow many families to progress economically, stop thinking and waiting in paternalistic welfare and will prevent many young people from abandoning their studies and always expecting to live at the expense of their family. True inclusion in education will provide the students with the tools and will make it easier for them to overcome the different barriers found in society, in daily life, such as writing or reading a document with greater fluency and will be recognized as part of a social group., productive, who contributes to society, his family and his own life, being independent and with the possibility of choosing the profession he wants and is passionate about and completing his life project like the other people around him and the community. society.

In order to provide effective attention in the educational field to students with SEN, we need to enrich the didactics from the complexity, because they are what will allow us as a society to understand and experience diversity, to develop in a comprehensive way to break with all types of exclusion.

Because the main characteristic that human beings have is that we are different, in our way of thinking, acting, our physical traits, the way we learn, how we build and discover something

new, but these contrasts do not divide us into ranges of power or power. domain, although unfortunately the differences that are marked by having a disability or that go beyond what is established as “normal” have led them to be seen not as a difference, but as a deficit, which makes the social group classify them, selects and excludes them, and due to the latest social and political changes in several countries, they have caused many people to emigrate, generating more social, economic and cultural differences.

But in the field of education, by enriching didactics, we will be able to meet what this minority group demands, which is a quality education that allows them to develop their skills, especially reading skills, to be able to aspire to higher education and a profession., to be able to work in the field of science, research, politics and not only in limited fields of work.

Being able to develop the skill of reading comprehension and provide quality education will allow us as a society to grow and enrich ourselves with all the new experiences that inclusive education can offer us. Because we will be able to live together and build from complexity, be part of everything and everything be part of one, breaking traditional education, changing the rigid organizational structures, which are today the foundation of education in Ecuador.

By being able to establish quality inclusive education, this will become the effective response for an educational process that seeks to eliminate exclusion and we will work on respect, enriching all members, valuing, accepting diversity and providing quality throughout the entire education process. teaching and learning of students with SEN. associated with hearing impairment.

RESEARCH QUESTION

How must a methodological didactic proposal be built that allows developing reading comprehension in students with SEN in the City of Quito?

MATERIALS AND METHODS

This research assumes a qualitative methodology that seeks to understand and socialize the problems that currently exist in educational institutions, on the strategies that teachers use to develop reading comprehension in students with SEN, as theoretical methods were used. to the documentary and bibliographic analysis: which made it possible to access a group of previous research on the development of reading comprehension, other methods were the **Analytical - Synthetic**: which was used in the study of the objectives and contents of the implementation and development of compression reader as pedagogical strategies in Ecuador and other countries and **Systematization**: which makes possible the interpretation and argumentation of the definitions associated with the development of the object and the field being investigated. Interviews with students and family members were used as empirical methods, and non-parametric statistics were implemented to process the data.

The research is exploratory-descriptive and the information collection methodology consisted of interviews with the different actors: Teachers, students and parents from a population of 2000 families, a sample of 348 people was taken.

Community actors surveyed

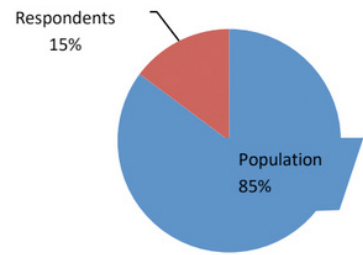


Figure 1

The methods used in this research are reliable, since it was carried out through a platform, where the participants, prior to the survey, gave their approval to carry it out. It must be noted that the methods used in this research; They are validated through the survey technique, which determines that they are reliable data to give true importance to the case studied.

RESULTS

The first results obtained from the survey of community stakeholders were the following. With respect to the experience of parents, teachers and students with reference to question 1, we have the following data, which can be viewed in graph 2.

1.-When your child or student reads, can they distinguish between the main information and the secondary ideas?

348 responses



Graphic 2

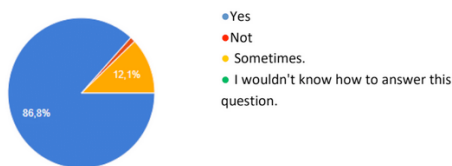
This result allows us to show that being able to discern between main and secondary ideas, a fundamental part of comprehensive reading, results in 53% yes, 5% no, 38% sometimes and 2% are parents. who do not know how

to answer the question, because since it is not happening at home, they are working, they have not been able to realize if their child has developed this skill.

Next, question 2 is asked, which says, When your child or student reads a story or text, can they identify the main characters afterwards? Why this question? Because when the bases of reading comprehension are not well developed, students cannot identify the main character, then reading becomes boring, meaningless. So we can see in the following data.

2.-When your child or student reads a story, can they then identify the main characters?

348 responses



Graphic 3

Of the people surveyed, 86% say they can identify the main characters of the text, 1% say no, 12% say sometimes. These results allow us to identify that although the percentage of people who express not identifying or sometimes doing so is theoretically low, they are students who have not managed to achieve the skill and therefore do not enjoy reading, because they find it boring. Which may indicate that in the future, these students do not read frequently, and that may also affect their decision to pursue their profession or their studies.

In the next question, the following concern was raised. ¿Can your child or student distinguish between the good and bad actions of story characters? yielding the present results.

3.-Can your child or student distinguish between the good or bad actions of the characters in the stories?

348 responses



Graphic 4

This question, although it may seem simple or harmless, is very important for teachers and must draw the attention of parents, because we are talking about the psychological maturity of our students, and their ability to discern between good and evil. Because from this skill, we will be able to understand his vision of the world, the actions he performs and his ability to distinguish danger. The results we have are that 88% can distinguish good actions from bad ones. 3% cannot do it, 0.6% of parents do not know how to answer this question and 8% say that they can sometimes distinguish.

In the next question, we investigated: ¿Does your child or student have a dictionary on hand to read? With what objective was this question proposed? Because when the student, in his reading, manages to find a word that he does not know or understand, then a good work habit that must be experienced in school and in the family is the use of tools that help you better understand a document. And it is the dictionary, whether physical or digital, but that knows how to use what is at its disposal and be able to achieve a good understanding of the text. To this concern, we have the following results.

4.-To read, does your child or student have a dictionary on hand?

348 responses



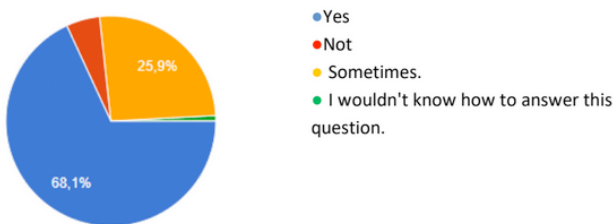
Graphic 5

We have seen the results to this question that are closer, and especially in the answer no, which is 61%, 23% sometimes, 14% yes and 0.6% do not know the answer. As an analysis we can see that the habits developed at home, and by teachers, are weak in relation to the use of this tool. Which is one of the causes that also affects the development of reading comprehension in children and young people, even in a percentage of the adult public.

Following the line of being able to discern as researchers, the development of the skill of comprehensive reading, the following question was posed. ¿After reading the story or text, can the child or young person make their own judgment about the story? In order to identify your level of critical reading, which in the future will help you discriminate between true and false information, to be able to generate your own criteria for what you read or hear in the media. Giving the following results.

5.-After reading the story, can the child or young person express their own opinion about the story?

348 responses



Graphic 6

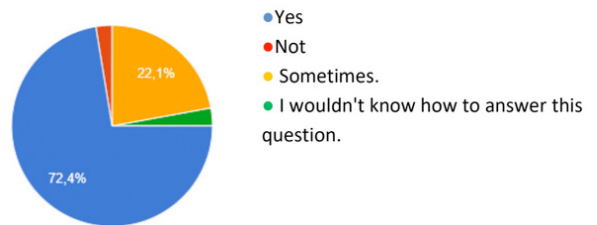
The data has shown that 68% say that their children or students, after reading, can make their own judgment about the information they have received, 25% say that sometimes, 5% say no and 0.9% say no. They don't know the answer. Although the percentage of students who can make their own judgment is high, we have a considerable percentage of students who sometimes or definitely fail to make a reading judgment. Which in the future can generate a percentage of society, which can be manipulated, in relation to what

is presented in the media or digital platforms. And it is at this point where teachers and families must work and manage to reduce this current percentage.

And we move forward with the last important question in the research, where the student gives his personal opinion on the following question: When your child or student reads, ¿do you feel that it contributes positively to your life? We emphasize this question, because it also allows us to perceive the level and type of communication that the student has with his family and his teachers. As can be seen in the following graph.

6.-When your child or student reads, do you feel that it contributes positively to your life?

348 responses



Graphic 7

As we can see the results obtained from this question, it tells us that 72% of the students feel that the information they receive in their educational process helps positively in their life, 22% say that sometimes, 2% They say no and 2% say they cannot answer that question.

Then the data contemplated within the answers of sometimes, no and there is no answer, draw our attention, because then as teachers and as families, we are not fulfilling our objective, of stimulating reading, for it to be understood, to develop criticality. and above all, that it has a positive impact on their life, that the student feels that it is important to read, that this will contribute to their cognitive, social, work development, etc.

DISCUSSION OF RESULTS

Based on the results of the surveys and data obtained from them, below are some specific strategies that could be recommended to address the development of reading comprehension in regular students and with SEN in the City of Quito, Ecuador:

Implement differentiated teaching strategies: Differentiated teaching is a strategy that seeks to adapt teaching to the individual needs of students. This involves identifying each student's strengths and weaknesses in relation to reading comprehension and providing activities and materials that fit their specific needs. This strategy may include the use of different reading levels, the use of visual and auditory resources, and the implementation of interactive and participatory teaching techniques.

Promote comprehensive and critical reading: It is important to promote comprehensive and critical reading in students. This involves not only teaching them to read, but also to understand and analyze what they read. Strategies can be used such as reading aloud, discussing texts, asking comprehension questions, identifying main and secondary ideas, and reflecting on the content read. Additionally, digital and multimedia resources can be used to enrich the reading experience and promote active student participation.

Establish an enriching reading environment: Creating an environment conducive to reading is essential for the development of reading comprehension. This involves providing access to a variety of reading materials, such as books, magazines and newspapers, both in the classroom and in the school library. Additionally, activities such as book clubs, book fairs, and reading contests can be organized to motivate students to read regularly. It is also important to encourage reading at home, involving parents and

caregivers in the process of developing reading comprehension.

The most effective strategy to address the development of reading comprehension in regular and SEN students in the City of Quito, Ecuador, may vary depending on several factors, such as the specific characteristics of the students, the available resources and the educational context.

Implement differentiated instruction strategies: Differentiated instruction involves adapting instruction to the individual needs of students. This involves identifying each student's strengths and weaknesses in relation to reading comprehension and providing activities and materials that fit their specific needs.

Promote comprehensive and critical reading: Promoting comprehensive and critical reading involves teaching students to understand and analyze what they read. Strategies such as reading aloud, discussing texts, asking comprehension questions and identifying main and secondary ideas can be used.

Establish an enriching reading environment: Creating an environment conducive to reading is essential. This involves providing access to a variety of reading materials, organizing activities such as book clubs and book fairs, and involving parents and caregivers in the process of developing reading comprehension.

CONCLUSIONS

- To read comprehension is one of the fundamental tools in the development of students during their teaching-learning process. The teaching staff has the preparation, resources, experience and disposition to be able to meet this objective with their students, but when A student with SEN arrives in your group, their world changes radically,

because many do not have the required preparation, experience and tools necessary to develop the skill of reading comprehension in an appropriate and relevant way for this group of students. So the solution is to be able to provide the information, strategies, resources that teachers can have at their disposal and improve the quality of this skill in all students.

- Families must be approached and be aware of the co-responsibility that education entails, since it cannot be expected that 100% of their children's education will be obtained from the institution, because students, parents and teachers, They are the components of the education pyramid, where all actors have to fulfill their role, and prepare to be a positive agent for their children. It is true that for parents who did not have schooling, it becomes a more difficult challenge, but their support and motivation for their children to continue practicing will still allow for better development of the skill.

RECOMMENDATIONS

- To identify factors associated with the development of reading comprehension: It is important to investigate and determine the factors that influence the development of reading comprehension in students. These factors can be academic, sociocultural and personal, among others. A study carried out in Barranquilla, Colombia, found that the family context and school environments can influence students' reading comprehension difficulties.
- To identify and understand these factors in the context of the City of Quito will allow the development of

more effective strategies to address reading comprehension. Evaluate the impact of pedagogical practices and the involvement of teachers, family and students: The research must analyze the role of pedagogical practices and the level of involvement of teachers, family and students themselves in the learning process of the reading comprehension. A study carried out in Barranquilla highlighted the importance of co-responsibility between teachers, family and students to address difficulties in reading comprehension

- Evaluating these practices and their impact in the context of the City of Quito will allow identifying areas for improvement and developing more effective strategies. Explore specific teaching and support strategies for students with SEN: It is essential to research and analyze the teaching and support strategies that are being implemented specifically for students with special educational needs (SEN) associated or not with disability. A study mentioned in the search highlights the importance of adapting strategies such as the Self-Regulation Strategy Development (SRSD) model to teach reading comprehension to students with learning difficulties. Exploring and evaluating the effectiveness of these strategies in the context of the City of Quito will improve attention and the development of reading comprehension in these students.

REFERENCES

- Andrade, G. (2021). Como afectó la pandemia en los estudiantes con NEE. *Dominio de las Ciencias*, 12.
- B.B.C. (2019, 11 01). *B.B.C.* Retrieved 11 6, 2020, from bbc.com/mundo/noticias-america-latina-51990674: bbc.com/mundo/noticias-america-latina-51990674
- Bernal Torres, C. A. (2006). Metodología de la investigación para la Administración, Economía, Humanidades, Ciencias Sociales. In L. G. Figueróa (Ed.). Mexico, Mexico.
- CABRERA, F. (1994). *EL PROCESO LECTOR Y SU EVALUACION*. Barcelona: LEA. Carbonell, J. (2015). *Pedagogías del Siglo XXI*. Barcelona: Octaedro.
- Carmen, M. (2007, 11 20). *Slideshare*. Retrieved from Comprensión Lectora: <https://es.slideshare.net/careducperu/la-comprension-lectora-definiciones-y-conceptos>
- Cervantes Nieto, H. (2019). OBLIGACIONES LABORALES DEL COVID 19. Mexico: ISEF.
- comercio, E. (2020). Quito es la ciudad que acumula más pérdidas económicas en la pandemia. *El comercio*, 1.
- Española, R. A. (2014, 01 01). *Real Academia de la Lengua Española*. Retrieved from Real Academia de la Lengua Española: <https://dle.rae.es/leer?m=form>
- ETI, D. E. (2001, 05 04). *Eti, Diccionario Etimológico*. Retrieved from Eti, Diccionario Etimológico: <http://etimologias.dechile.net>
- Freire, P. (1990). *La importancia del acto de leer*. Buenos Aires: Centro de comunicación/educación. Gobierno, M. d. (2010). *Plan Buen Vivir*. Quito: Gobierno Central.
- González Fernandez, A. (2004). ESTRATEGIAS DE COMPRESIÓN LECTORA. *REVISTA GALEGO-PORTUGUESA DE PSICOLOGIA Y EDUCACION*, 461-464.
- Mineduc. (2020-21). *Currículo Preorizado para la emergencia*. Quito.
- Morin, E. (1999). *Los 7 saberes necesarios para la educación*. París: Unesco.
- Morin, E. (2001). *El método V*. Mexico: Santillana.
- Smith, F. (1980). La lectura y su aprendizaje. In F. Smith, *La lectura y su aprendizaje* (p. 27 a 47). Buenos Aires: Aique.
- Smith, F. (1983). Para Darle Sentido a la Lectura. In S. Frank, *La lectura y su Aprendizaje* (pp. 27-48). Mexico: Traillas.
- Vigotsky, L. (1982). *Pensamiento y Lenguaje*. La Habana: Pueblo y Educación.
- vivir, S. p. (2016, 04 14). <https://prezi.com/ivq8tv-fgttq/subsecretaria-para-la-innovacion-educativa-y-el-buen-vivir/?fallback=1>. Retrieved 08 12, 2020, from <https://prezi.com/ivq8tv-fgttq/subsecretaria-para-la-innovacion-educativa-y-el-buen-vivir/?fallback=1>: <https://prezi.com/ivq8tv-fgttq/subsecretaria-para-la-innovacion-educativa-y-el-buen-vivir/?fallback=1>