

The Reading Habit in University Education

El Hábito Lector En La Formación Universitaria
O hábito de leitura no ensino universitário

Fernando Chuchuca Basantes**
Iván Chuchuca Basantes*

Abstract

This research was conducted in the university system, with the objective of determining the existence of the reading habit in a segment of its students and how this frequent behavior affects their academic performance. To fulfill this purpose, the population was focused on the seventh semester of the Language and Linguistics career at the University of Guayaquil, to know from their texts the existence of the reading habit and if the documents read have contributed in their learning and academic performance. The research was framed in the non-experimental qualitative paradigm, with a correlational, transversal, simple descriptive, phenomenological and hermeneutic approach, because it allowed us to encapsulate the opinions of the students at a specific moment, and with this information to analyze and interpret their reading behaviors, and the subsequent connotations.

Key words: : reading habits, teacher training.

Abstract

Esta investigación se realizó en el sistema universitario, con el objetivo de precisar la existencia del hábito lector en un segmento de sus estudiantes y como esta conducta frecuente incide en su rendimiento académico. Para cumplir con este propósito, se focalizó la población en el séptimo semestre de la carrera de Lengua y Lingüística de la Universidad de Guayaquil, para conocer desde sus textos la existencia del hábito lector y si los documentos leídos, han contribuido en sus aprendizaje y rendimiento académico. La investigación se encuadró en el paradigma cualitativo de corte no experimental, con enfoque correlacional, transversal, descriptivo simple, fenomenológico y hermenéutico, porque nos permitió encapsular las opiniones de los estudiantes en un momento

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*Magister, University of
Guayaquil, [https://orcid.org/0009-
0009-3643-4146](https://orcid.org/0009-
0009-3643-4146)

** Magister, Universidad de
Guayaquil, [https://orcid.org/0000-
0001-7307-3284](https://orcid.org/0000-
0001-7307-3284)

específico, y con esta información analizar e interpretar sus conductas lectoras, y las connotaciones ulteriores.

Palabras clave : hábito lector, formación docente

Resumo

Esta investigação foi realizada no sistema universitário, com o objectivo de determinar a existência do hábito de leitura num segmento dos seus estudantes e como este comportamento frequente afecta o seu desempenho académico. Para cumprir este objectivo, a população centrou-se no sétimo semestre do curso de Língua e Linguística da Universidade de Guayaquil, a fim de saber a partir dos seus textos a existência do hábito de leitura e se os documentos lidos contribuíram para a sua aprendizagem e desempenho académico. A investigação foi enquadrada no paradigma qualitativo não experimental, com uma abordagem correlacional, transversal, descritiva simples, fenomenológica e hermenêutica, porque nos permitiu encapsular as opiniões dos estudantes num momento específico, e com esta informação analisar e interpretar o seu comportamento de leitura, e as conotações subsequentes.

Palavras-chave: : hábito de leitura, formação de professores

INTRODUCTION

This research is originated, by the reading discontinuity of seventh semester students, during the development of the course of Ethics and Values, in Cycle I of the academic period 2021-2022 (May-September) under the virtual modality with the use of the Moodle platform and the PACIE Methodology, technological structure that facilitates the entry of various resources such as videos, slides, articles pdf., and when interacting with them in simultaneous dialogues and thematic forums to develop their discursive competences on the disciplinary conceptual frameworks in cooperative and participative analysis, the lack of reader commitment is perceived, because they do not have the necessary time to review the documentation that is uploaded to the platform, Few are the students who participate with logical, coherent and critical criteria, because they undoubtedly read the documents suggested for each activity, and others limited themselves to listen to their classmates to try to infer their concepts from the presentations, besides in their discursive narratives the absence of pertinent arguments and the presence of a limited lexicon is detected, which is opposed to the level of formation they are studying.

Reading constitutes one of the fundamental axes of the curriculum, since it is considered "one of the most important, undisputed and indisputable learning that schooling provides" (Cassany, Luna & Sanz, 2008, p. 193), and this learning, which is located in the elementary sub-level of Basic Education, lays the foundations of the student's entire reading system.

Therefore, "this consideration is not arbitrary, but is based on the conception of reading as one of the main learning tools, which also favors the development of higher order cognitive skills: inferring, relating, reflecting and developing critical thinking, among others". (UNESCO, 2016: 16) cited by Márquez, A. (2017) p:12.

The learning of the disciplinary contents of the university curriculum goes through the reading of documents in different formats, and the student's need to access information for learning purposes, strengthens the reading habit, and to the extent that their motivation towards the text and reading progresses, their intellectual level increases and their knowledge prospers; to confirm these arguments I incorporate a quote from Jorge Luis Borges, (1978), famous Argentine writer and philosopher, who in a speech addressed to the students of the University of Belgrade expressed, "Of all the instruments created by man, the book is the most amazing instrument because it is an extension of memory and imagination" with updated knowledge that contributes to their personal growth, consequently progressive reading strengthens the literal, comprehensive and critical process of university students, and at the same time optimizes learning.

The importance of reading, as a cardinal element of the learning process, is vindicated in the intervention of Federico García Lorca, distinguished Spanish poet of the Generation of 27, who when inaugurating a library in Fuente Vaqueros, Granada, his hometown expressed: "*Many times a people sleeps like the water of a pond on a windless day, and a book or books can shake it and disturb it and teach it new horizons of improvement and harmony*" (1931) quoted by Marquina, J. (2019), an act that took place 92 years ago, and that in a very subtle way, determines the hierarchy of reading in the development of the peoples, because its pages move us to other planetary contexts under the watery and inquisitive knowledge of the people. (2019), an act that took place 92 years ago, and that in a very subtle way, determines the hierarchy of reading in the development of the peoples, because its pages take us to other planetary contexts under the author's keen optics, which allow us to creatively visualize the new scenarios for today's society.

In the same way, Vargas Llosa, in his speech of gratitude for having received the Nobel Prize for Literature stated: "*We would be worse than we are without the good books we read, more conformist, less restless and insubmissive and the critical spirit, the engine of progress, would not even exist*" (2010) quoted by Márquez, A. (2017) p: 3; concepts that highlight the role of reading in the process of citizen training in the school system and professional training in the university system, periods in which the reader acquires notions of his commitments and practical responsibilities as a member of the social dynamics that is reproduced in educational institutions not only with instrumental activities, but also participatory, analytical, critical and transformational.

In another segment of his speech the Granada poet García Lorca stated "If I were hungry and helpless in the street I would not ask for bread; I would ask for half a loaf of bread and a book", (1931) cited by Marquina, J. (2019), and concludes his exposition, with a segment of François Mauriac's phrase "Tell me what you read and I will tell you who you are; because in the construction of his life project, each human being with reading is cementing step by step, his cultural identity, the phrase is completed with the text, "that is true, but I will know you better if you tell me what you reread". García, F. (1931) quoted by Marquina, J. (2019).

If reading offers some advantages over other academic activities, it is necessary that university students in general and those who are training to become educators, in particular, shorten the distances they need to travel to consolidate their reading habit, as an academic input that will contribute with better analytical and critical skills in the exercise of their future profession.

Reading constitutes one of the fundamental axes of the curriculum, since it is considered "one of the most important, undisputed and indisputable learning provided by schooling" (Cassany, Luna & Sanz, 2008, p. 193) Cited by Márquez Jiménez, A. 2017, p.11.

This continuous activity develops a conscious competence and will motivate him to broaden his cultural horizons and become interested in new texts in a constant practice, the reader must also understand that reading is not valued by the amount of books the individual reads, but by the way they influence him.

Knowing how to read is one of the essential factors in the integral formation of people, and the higher the levels of development in oral and written expression, spelling and intellectual skills to make value judgments, arguments, points of view and modes of action, the greater the coverage of the interpretation of the contextual world that

surrounds them in terms of the transformation of themselves and the solution they can propose for the social problems of their environment.

The attitude and preference for reading of a future educator could help us to better understand his or her predisposition towards school content texts, to promote reading education for students, beyond the mechanical and instrumental, to the motivations he or she promotes in students, to the priority he or she gives to the reading hobby as an educational purpose and the way in which he or she can function as a model reader.

Since the practice of reading is considered an essential factor in the functioning of the school system, which has not been consolidated at the university level due to the absence of an educational policy that strengthens it, and the lack of motivation of the teams responsible for promoting this competence, it is necessary and important that university teachers take up the challenge and, from any discipline, promote this important habit as a transversal axis throughout the university career.

Consequently, we can conclude that the purpose of this research is to know how many of this group of students, who are preparing to become educators, are fond of reading, and to what extent the practice of this cognitive skill benefits their learning processes, in their university career related to teaching.

Of reading in university contexts, several studies and researches have been conducted in the region, the following are cited. "Reading habits in university students", by Alterio & Pérez (2004); "University students and reading", by Gilardoni (2013); "The importance of the habit of reading, reaction and thinking", by Flores (2016); "Representations, habits and difficulties in composing written text in university students: An exploratory study" by Alvarez & Fabregat (2017); and "The application of a program to improve reading speed and comprehension in university students" by Barboza & Ventura (2017), among others, cited by Perez V, Baute M, Espinoza, (2018). Research that gives validity and timeliness to the reading habit, regardless of the context in which it is applied.

These studies, which are not the only ones, show the importance of reading as a basic cognitive skill, for the decoding and interpretation of texts, important for learning in the processes of professional training; If the specialty of their career is teaching, it will force the teacher to consolidate their habit of reading, to motivate their students by example, there must be in the educator a commitment to

social responsibility, a teacher who does not read, could not encourage others to read.

"Reading is key in the university context, an important element in academic and scientific activities, as a means of access to information and knowledge, and as an essential element for the acquisition of professional skills". Pérez, V, Baute M, Espinoza, (2018), because several are the classroom activities, which are executed with readings; they can be readings of a poster, a flipchart, a slide, a pdf file, texts of some technological application, or other digital resources.

On April 23, 1995, the UNESCO General Conference declared World Book and Copyright Day, a celebration to promote the enjoyment of books and reading. Every year, celebrations are held around the world to raise awareness of the magical power of books, a link between the past and the future, a bridge between generations and different cultures.

Recalling this classic date, April 23, 2021, UNESCO Director-General Audrey Azoulay said, "The power of books must be fully harnessed. We must ensure access to them so that all people find refuge in reading and can thus dream, learn and reflect." But do not forget that without books there are no reading habits.

The first category of this study is habit, which is defined by the Royal Spanish Academy as "a special way of proceeding or behaving, acquired by repetition of the same or similar acts, or originated by instinctive tendencies" (<http://rae.es/rae.html>).

Habit means the frequent repetition of an act, the same that is consolidated by constancy, by performing an activity through some personal motivation; the term reader means a person who reads or likes reading, therefore, by reading habit is understood the act of carrying out a periodic reading activity, and by that way process with the texts information and with it sustain new knowledge.

"Habits are acquired and obtained by the free exercise of the acts that each one performs, they suppose the free decision of each person in acts that he/she executes in a conscious way" Pérez, V, Baute M, Espinoza, (2018), but these acts demand motivation.

Martínez, Pupo, Mora and Torres (2010), state that when the habit of reading is encouraged, it is contributing "to the students' possession of the logical strength to educate themselves throughout their lives, the interest to know constantly, the enrichment of their intellect, the expansion of their vocabulary and the possibility of improving their human relations and their attitude towards life". Cited by Del Valle, MJ. 2012

The habit of reading is associated with reading competence, because if a person can read, it will be easier for him/her to acquire the habit. "Reading competence contributes to the achievement of learning in different areas" (Gil, 2011); proof of this is "the significant correlation between reading comprehension and school grades that has been found in several studies" cited by Gil in 2009, who states that a prerequisite for school success is the mastery of reading skills. Research has been conducted whose results confirm this: students who read more obtain better results in school tests, (Ministry of Education, Culture and Sports of Spain, 2001) Cited by Del Valle, MJ, (2012).

By recognizing that reading is a key element in the learning process, its free practice, regulated by teachers, opens a wide scenario of information that can be transformed into knowledge, consequently, the reading habit is an essential and necessary teaching tool during the learning process and beyond.

In all these studies we can observe how reading for academic purposes acquires great relevance, but we cannot discard recreational or voluntary reading, that which is done freely during leisure time, outside of academic activities and by choice of material, since it is precisely this type of reading that defines people as readers.

Therefore, it is essential to anchor the pleasure of reading outside the strictly academic sphere. Reading for pleasure is an effective tool and should be available to all students regardless of their educational stage.

According to Petit (1999) socioeconomic conditions are a factor that condition the individual, but do not determine his or her formation as a reader, since readers have been found who have been formed in hostile situations, and come from families with a high socioeconomic level, causing a lack of interest in reading. The schools, the family, the desire to improve and enrich knowledge are part of the resources in the formation of a reading habit.

Valentín Martínez, B. E. (2019) in the reading habits of future teachers of Initial Education, expresses that, reading is one of the fundamental resources to have access to new knowledge. Several studies have found that university students read books and other materials with specific objectives; but not for pleasure, which forces us to consider the development of this factor in students.

The second category of analysis of this study is related to teacher training, understood in the university context as third level or undergraduate degrees, which grant degrees in education, with various specialties or mentions, this training enables the professional

to practice teaching, for which he/she must pass a curriculum with disciplines related to the theories, procedures and techniques of teaching and learning, in addition to the knowledge of the specialty or mention.

This reference highlights the correlation between reading competence, recognized as a cognitive ability of human beings to decode, understand, interpret and make value judgments, and academic performance. Comprehension allows them to grasp the meanings, understand the text read, and reading competence helps them to interpret the text from their personal experiences and stimulates their critical thinking, to issue opinions, reflect on a topic, and acquire knowledge; capacities and competencies necessary, when we face an evaluation of learning, to correctly decode the questions and answer satisfactorily, many fail because they do not read the questions well, and respond with concepts not requested.

At the university level, as pointed out by Moyano (2014) and Carlino, (2013), also have better development in their discipline and a better insertion in academic life of students who declare themselves readers. The reading habit is, therefore, one of the factors that to a greater extent is related to obtaining better grades, also in higher education, and it is voluntary and recreational reading that presents a direct correlation with the development of stable reading habits. (Elche; Sánchez-García; Yubero, 2019; Frágüela-Vale; Pose-Porto; Varela-Garrote, 2016; Lee, 2014). This quote establishes the direct relationship between habit and academic performance. There are some studies on the appropriate way to train the educator in order for him to be effective in teaching: how he does it, with whom he does it, what is his purpose, what methodology he uses, what are the working tools involved in the training processes, and among them, reading stands out as a key element in the ASP.

MATERIALS AND METHODS

This qualitative study, of phenomenological and transversal cut, was planned to know the existence of the reading habit in university students and the pragmatic value of this constructive tool in the multidisciplinary formative process, because reading is an interactive, strategic and metacognitive process that favors textual deconstruction and the academic information received in multiple formats from all disciplines, to organize and consolidate learning.

To collect empirical information during the fieldwork, quantitative and qualitative data were requested from the students of the seventh semester of the Bachelor's Degree in English Language and

Linguistics, parallel 7-1, morning session, one of the careers in the process of closing, of the Faculty of Philosophy, Letters and Educational Sciences, of the University of Guayaquil, CI 2021-2022. The population consisted of 39 students, aged between 23 and 32 years, of whom 32 were females, equivalent to 82% of the population, and 7 males, representing 18%; a sample was not selected, but was applied to the entire parallel under the modality of census.

The survey technique was used, with a questionnaire of 10 questions, each with a rating scale according to the Likert model, which presents a range of five response options so that the informants can choose, according to their subjective criteria, the response that is closest to their contextual reality.

The survey instrument was sent and received by institutional mail, the files were downloaded for the respective tabulation, the data obtained were processed with the guidelines of descriptive statistics, because they condense and describe the information obtained. The final results were synthesized in a double-entry table to have a global vision of the processed answers, the empirical data were ordered by their characteristics and affinity and interpreted by their conceptual value, to address the conclusions of the research.

Once the information was collected by institutional e-mail, we proceeded to tabulate the results of the thirty-nine students who were part of the group of informants of this research work, the results are condensed in percentage, whose indicators inform us that reading is part of teacher training, they answered about their relationship with reading and the reading habit, although there were scattered responses, most of the results showed that in the absence of the reading habit in students, teachers are the ones called to encourage it.

RESULTS

The double-entry table presented below gathers in a simplified way all the information collected from the informants, in a single visual structure, because we have grouped all the questions and their answers in five levels, with the purpose of facilitating the interpretation of these data.

Table 1. Value scale

		RATING SCALE				
NO.		5	4	3	2	1
1	DO YOU READ BOOKS IN YOUR SPARE TIME?	<i>Every day or almost every day</i> <i>F=8 / P=21%.</i>	<i>A few times a month</i> <i>F=13 / P=33%.</i>	<i>Sometimes in the quarter</i> <i>F=7 / P=18%.</i>	<i>Sometime during the year</i> <i>F=9 / P=23%.</i>	<i>Never</i> <i>F=2 / P=5%.</i>
2	WHY DID YOU READ YOUR LAST BOOK?	<i>Entertainment</i> <i>F=15 / 38%</i>	<i>Improve the cultural level</i> <i>- Improve the cultural level</i> <i>- Improve the cultural level</i> <i>- Improve the cultural level</i> <i>F=3 / 8%</i>	<i>Studies</i> <i>F=6 / 15%</i>	<i>Job</i> <i>F=1 / 2.5%</i>	<i>Consultation</i> <i>F=14 / 36%</i>
3	HOW MANY BOOKS HAVE YOU READ DURING YOUR COLLEGE CAREER?	<i>16 to 20 books</i> <i>F=3 / 8%</i>	<i>11 to 15 books</i> <i>F=8 / 20%</i>	<i>5 to 10 books</i> <i>F=9 / 23%</i>	<i>2 to 4 books</i> <i>F=16 / 41%</i>	<i>A book</i> <i>F=3 / 8%</i>
4	WERE THE BOOKS YOU READ DURING YOUR UNIVERSITY CAREER RELATED TO THE SUBJECTS OF YOUR CURRICULUM?	<i>Always</i> <i>F=4 / 10%</i>	<i>Almost always</i> <i>F=14 / 36%</i>	<i>Sometimes</i> <i>F=14 / 36%</i>	<i>Almost never</i> <i>F=5 / 13%</i>	<i>Never</i> <i>F=2 / 5%</i>
5	DO YOU CONSIDER THAT YOUR UNIVERSITY PROFESSORS ENCOURAGED YOU TO READ?	<i>Always</i> <i>F=13 / 33%</i>	<i>Almost always</i> <i>F=6 / 15%</i>	<i>Sometimes</i> <i>F=15 / 38%</i>	<i>Almost never</i> <i>F=4 / 10%</i>	<i>Never</i> <i>1-3%</i>
6	WERE THE BOOKS YOU READ AS AN UNDERGRADUATE SUGGESTED BY SOMEONE ELSE?	<i>Suggested by the teacher</i> <i>F=19 / 49%</i>	<i>Suggested by your colleagues</i> <i>F=8 / P=20%.</i>	<i>Suggested by your friends</i> <i>F=9 / 23%</i>	<i>Suggested by your relatives</i> <i>F=3 / 8%</i>	<i>On its own initiative</i>
7	DO YOU CONSIDER THAT THE BOOKS YOU HAVE READ HAVE CONTRIBUTED TO YOUR TEACHER TRAINING?	<i>Totally agree</i> <i>F=14 / 36%</i>	<i>Moderate agreement</i> <i>F=13 / 33%</i>	<i>Neither agree nor disagree</i> <i>F=10 / 26%</i>	<i>Disagree</i> <i>F=2 / 5%</i>	<i>Strongly disagree</i> <i>0</i>
8	WHAT ARE THE BENEFITS OF THE READING HABIT TO YOUR PROFESSIONAL TRAINING?	<i>Reading stimulated reasoning and memory.</i> <i>F=8 / P=20%.</i>	<i>Developed critical thinking and confidence in speaking.</i> <i>F=10 / 26%</i>	<i>Reading helps in the comprehension of texts.</i> <i>F=5 / 14%</i>	<i>Reading improves people's grammar, vocabulary and writing skills.</i> <i>F=9 / 22%</i>	<i>Reading helps to explore new worlds and improves people's imagination.</i> <i>F=7 / 18%</i>
9	DID THE DAILY READING OF THE CLASS MATERIAL MAKE IT EASIER FOR YOU TO UNDERSTAND THE LEARNING CONTENT?	<i>Always</i> <i>F=13 / 33%</i>	<i>Almost always</i> <i>F=15 / 38%</i>	<i>Sometimes</i> <i>F=6 / 15%</i>	<i>Almost never</i> <i>F=5 / 13%</i>	<i>Never</i> <i>0%</i>
10	WAS THE TIME SPENT READING ENOUGH TO LEARN AND PASS THE SUBJECTS?					

<i>Totally agree</i> F=16 / 41%	<i>Moderate agreement</i> F=14 / 36%	<i>Neither agree nor disagree</i> F=7 / 18%	<i>Disagree</i> F=2 / 5%	<i>Strongly disagree</i> 0%
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Source: Research data.

Prepared by: Fernando Chuchuca Basantes.

We recovered some criteria from this research; based on the results that were tabulated, which confirm that the selected population has not developed reading habits during their university career, if we consider that the habit is related to the voluntary and frequent repetition of one or several actions that we human beings perform in the diverse social contexts in which we relate, including the reading practices in the educational levels, because in them, the students fulfill dissimilar activities that are incorporated to the formative process by the exigency of their studies, but that are directly related to the reading of documents and texts in all the disciplines.

From the consolidated results we can clearly extract the following reading, that only 54% of the population read of their own free will, that 51% of the population read for reasons of studies and academic consultations, that 72% of the population read from 1 to 10 books, a very limited number of texts, in relation to the level of studies they pursue; 49% of the books read were suggested by their professors and 43% of them responded that they were suggested by their friends and classmates; only 48% of the population considers that their professors instilled in them the habit of reading; 46% of the students affirmed that the books read were all linked to the learning contents of the disciplines, which characterizes the reading for study; 69% of the population affirmed that reading has benefited their teacher training process; 77% of the population affirmed that reading has benefited the process of teacher training, 77% of the population stated that daily reading facilitated disciplinary learning, 77% of the population affirmed that the time dedicated to reading was sufficient to pass the disciplines, data that confirm the relationship and incidence of the reading habit in university academic formation, in spite of a passive student behavior in front of the text, which must be optimized by the teaching work to achieve an acceptable mood predisposition that allows students to obtain greater inferential benefit from the documents they read, independently of the objective of their reading.

These analyzed data show that more than 60% of the university population studied do not have or practice the reading habit, because despite the fact that reading is a constructive and important element in the learning process, many have reached the university system

without these practices and the Higher Education Institutions have not been able to change this reality either.

The answers provided by the informants lead us to conclude that they recognize the importance of the habit of reading and the systematic contribution of books in teacher training, because of the benefits of reading per se, it provides benefits to those who practice it constantly, especially if it is being developed in the field of teaching, one has to learn to teach, by being involved in a reading environment, the teacher will gain understanding of texts, improve his grammatical practice, enrich his vocabulary, improve his writing, and facilitate communication with his students.

It is worth noting as a referential aspect that several students, although they answered that they read daily, in another question they stated that they read only one hour a day, this can be explained as a need to study, and possibly they want to give an image of readers, even if it is not completely true.

It is necessary to promote a constant and regular reading of texts of academic and scientific literature and universal literature to strengthen culture and creativity, because a reading without motives and passion is a dead reading, teachers must sow those motives in our students so that the content to be inferred is gratifying, one of the factors that influence is the organization of time and the suggested topics.

The study readings necessary at any level of schooling are the most usual processes for the population studied, but they are not the activities that generate the greatest satisfaction, however, they are fulfilled, therefore it is necessary to creatively find environments that allow anchoring the taste for reading, few students are unaware of the strengths of reading and it is necessary to bring them closer to texts to establish a harmonious relationship with it and in this way we can invigorate the reading habit.

The reading habit is, therefore, one of the factors that to a greater extent is related to obtaining better grades at any level of study, the same scenario in higher education. In this sense, each text is the social and historical invention of a human group and adopts different forms at each time and place, which also evolve at the same time as the community.

By obtaining the reading habit the individual will feel more prepared for any discussion, and will totally improve their living conditions, because they become a cultured person with a diversity of knowledge, a person who is educated to be a teacher must have the habit of reading, understanding and analyzing texts, thus

consolidating their cultural level, and configuring a quality teaching profile, but also assumes that the teaching they give when they become professional teachers must be effective and efficient, thus contributing to society in a direct and conscious way, thus creating a loop in which the teacher transmits his knowledge and encourages his students to practice reading, and thus when his students obtain the benefits of reading and create their reading habit, they will transmit to their student generations what they have obtained successively creating the conscience for reading, which will be transmitted from generation to generation.

CONCLUSIONS

The results of this study show that reading and the reading habit is a pending task for professors and the university system, but at the same time it should motivate the actors in the university education process to reflect on their commitment to stimulate interest in it, due to its enormous importance in the development of the curriculum.

The value of reading and the benefits provided by the reading habit in teacher training have been highlighted, but the data analyzed show a low reading habit in a group of university students a few months away from finishing their university career, which is a problem that the institution must solve for the other levels that are still pursuing their higher education, in order to sow in them the pleasure of reading, regardless of their aptitudes, cognitive level, motivations or social interests that are conjugated in the classroom.

It is difficult to think that teachers and future teachers have a distant relationship with reading, when it should be the opposite, because all educational activity revolves around the information and knowledge that is condensed in textbooks, in this context it will be much more complex to ask these people to generate reading environments for third parties; and more difficult to try to spread enthusiasm and passion for something that does not grow in practice.

It is necessary to consider as a training objective, that future teachers first acquire these reading habits from the university classrooms, to simultaneously promote this reading habit in their future students, in this way they can promote motivations and interests for reading as an anthropological activity, build spaces and times to share them, exchange physical or digital texts, and reconstruct the reading experience in spaces of reflection and analysis, as a fundamental device of their training process.

It is urgent to think then about the reformulation of the curriculum that prioritizes the development of the reading habit in the training of

future teachers, especially in the teaching methodology and in the use of the various resources available at the university, such as virtual libraries, which allow downloading texts that can be read from any device, as well as guiding the specialized search of topics related to reading. As well as the creation of other spaces that allow them to participate in reading contests, oratory, narrative writing, articles, papers, book chapters; events that promote reading circles for the exchange of opinions, the generation of debates on current issues, the enjoyment of classic, modern and postmodern literature, the use of university social networks for the exchange of reading experiences. It is also essential that the design of academic planning considers training activities for university teachers for the selection of literary and scientific styles for the promotion of reading, the creation of integrated activities that promote reading from a transversal axis of the subjects that make up the cycles of study, which strengthen the perception of students on the interest that the teacher-training faculty gives to the promotion of reading.

The creation of spaces for the dissemination of students' research work in academic and literary events organized by the teacher-training faculty will allow students to see reading not only from an academic perspective but also as a recreational and pleasurable activity.

Green areas, parks, and areas surrounding the university campus should consider reading spaces, appropriate to the diverse circumstances of students, which allow them to develop a sense of belonging to the teaching profession, but also contribute to personal, psychological, cultural and emotional development; and in the professional field, to improve emotional health.

The consideration of all these aspects constitutes a holistic vision so that teacher training programs in all specialties contribute to the development and strengthening of the reading habit in order to anchor this component in the professional profile of the future teacher.

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