STRENGTHENING OF READING AND WRITING SKILLS THROUGH THE TENTH SPINEL IN MUSIC STUDENTS OF THE POPULAR UNIVERSITY OF CESAR

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Summary

The article Strengthening Reading and Writing Competencies through the Tenth Spinel in Music Students presents research that seeks to improve the reading and writing skills of students of the music program of the Popular University of Cesar through the tenth spinel, a traditional poetic form. Faced with the problem of deficiencies in these competencies, practical workshops were implemented that combined music and poetry, promoting creativity and literary expression. The research used surveys and semi-structured interviews to collect information on participants' reading and writing skills and their perceptions of reading. The results showed a significant improvement in literacy skills, as well as an increase in interest in reading and a positive impact on academic performance. The study underlines the importance of integrating literature with music to enrich education and promote motivation in student learning. In addition, the need to adopt comprehensive educational approaches that address the weaknesses observed and contribute to the integral development of future musicians is highlighted, emphasizing the fundamental role of the tenth spinel in this training process.

Key words: Literacy, Tenth spinel, Music, Education, Skills

Introduction

This article is based on the research of the master's degree in education for sociocultural development entitled the tenth spinel as a pedagogical strategy for the strengthening of reading and writing competence for the music programs of the Popular University of Cesar. Here is a presentation of each of the steps carried out during the research, as well as the strategies to improve the reading and writing skills of the population worked. Next, a recount of each of the elements that were found during the research tour and the methodological presentation is made.

Music as an element of university training is an academic field that integrates artistic practice with a theoretical and pedagogical approach, preparing students to work in various

professional areas within the musical field. In this sense, this discipline presents a number of challenges in current times, specifically in what corresponds to the development of reading and writing skills among the students of this training program. For this reason, in a world where globalization predominates and is constantly changing, music education in those who decided to choose this professional career plays a significant role in the formation of informed and reflective individuals. It is important to instruct students so that they are able to participate positively in cultural and musical dialogues. (Sánchez, Duarte & Morales, 2018, p. 2).

All of the above is considered the starting point to justify the need to find a solution to the specific problem of deficiencies in reading and writing skills presented by university students, since there are complaints from many teachers, related to the shortage of some reading skills that students should have developed prior to entering university. These can be underlined in being able to identify concepts and arguments, in addition to developing clear oral and written expression, and of course, all those that have to do with their reading comprehension. (Carlino, 2004 cited by González De La Torre, Jiménez Mora, & Rosas, 2016).

It is important to be clear about all this, since the problem of not having an adequate management of reading and writing skills by those who are training in music as a discipline, negatively influences their training performance. It is for this reason that, as a strategy for improving the application of reading and writing, one can be taken as an educational method that allows training in a comprehensive way in most of the areas that music students address, since in this way a different way of doing things is pointed out. this is necessary because, as Vergara (2024; p.5) puts it, the novelty lies in "the relevance of implementing pedagogical methodologies that are adapted to the needs of students". Taking this point into account, it would be very important to implement pedagogical support strategies such as the tenth spinel. This is understood as a traditional poetic form that is composed of ten lines of eight syllables, with a consonant rhyme structure, frequently used in Latin American popular poetry. ((Martínez, 2021).

In this order of ideas, when carrying out any exploration around the problem raised, it is necessary to implement educational and didactic methods that aim to improve both musical training and the communicative skills of students, something that is undoubtedly essential to be able to strengthen the teaching processes in programs such as music. This is how a very significant element for the development of the individual and their educational process is possible, this has to do with the way in which the learning acquired for the enhancement of reading and writing and musical skills in the person, places it in a positive way within their professional projection. (Escobar Guevara, 2023; p. 16).

On the other hand, when mentioning where the research should aim, it is unavoidable to highlight that it can focus on analyzing the impact that such important competencies as those related to reading and writing play in the formation of an academic program such as music, in addition to exploring the relationships between interest in reading and academic performance. in order to contribute to the construction of a more comprehensive and effective learning approach.

It is worth noting that the implementation of strategies such as the tenth spinel for the improvement of reading and writing skills in university students is very important, since, from the appropriation of this technique, the learning of the language as an artistic expression

is linked, promoting greater motivation for reading and writing. The tenth spinel, because it has a poetic and musical structure, generates several positive results in the process of teaching the teacher and learning for the students; this is because there is an enrichment in the vocabulary of the latter, in addition to stimulating creativity, critical thinking and comprehension of texts. All this is achieved by involving students in a playful process that promotes meaningful learning. By being able to consolidate an integration between the culture and oral tradition of the peoples into the educational context, a more dynamic and effective learning process is strengthened, which results in positive impacts on reading and writing skills, necessary for the academic and professional development of the group of students.

A Look at the Problem

The process of university education in students at this educational level begins at the moment they enter university, marking the beginning of a key stage in their social development; Multiple expectations appear from the academic and personal spheres, these expectations are aimed at the appropriation of specialized skills in the disciplinary areas, in turn, the promotion of basic competencies that facilitate the application of learning in real situations, both in life and in the professional field are necessary. As Vergara (2024; p.3) states, "the acquisition of fundamental skills in higher education is essential to enable students to face the academic and professional challenges of the twenty-first century", accompanied by the possibility of interacting with other classmates and their teachers, which aims to enrich their future profession. On the other hand, at this stage of life, it is planned to build the various networks of contacts that will be useful in their professional field. Aspects such as self-knowledge and improvement in interpersonal relationship skills are essential. In this sense, it is here where some initial expectations arise, which implies that the student when he begins his university process, as a starting point, must learn to develop them so that it allows him to obtain the proposed results, both in the medium and long term.

Unfortunately, many times from the field of training in critical analysis skills, students do not have the best foundations, we can keep in mind what Vergara (2024; p.7) argues, where after presenting the results of his research, he states that it is currently surprising to see the low level of reading and writing skills that young university students handle. According to this author, students have difficulties in necessary topics such as basic reading, in addition to the fact that there is no evidence of good oral expression in the spaces of educational interaction, as well as the poor management of capacities to make thematic presentations and much less, understanding of what they read or hear. Something that undoubtedly generates concern since these communication skills are basic and essential and must be had throughout life.

To ground the problem a little more to the educational reality of the country, and based on what was presented at the time in the research that motivates this article; it is essential to show relevant background information such as the one exposed by the National Administrative Department of Statistics (DANE) cited in an article in the newspaper El Tiempo on April 26, 2021, where it is presented that during the year 2019 the results of a study carried out by this entity, show that, in Colombia, the average annual reading is two books per person, a figure much lower than that of Argentina and Chile, where it is five and eighteen books, respectively. On the other hand, this same report indicates that in the PISA tests of that year, in a percentage of 45% of Colombian participants, their result was the

lowest in terms of reading competence, reaching only level one out of six possible. (Chacón, 2021) here it can be deduced that students in Colombia are only able to understand sentences and words, but not texts.

Following the same line, if the country's results are not good, in the departments of the Colombian Caribbean region either, even at the level of reading skills, also in a news item published by the newspaper El Tiempo on May 11, 2022, it was shown that according to analysis by the Saber 11 Observatory on Tests, in this region of the country the level decreased 4% from 2018 to 2022. Which at the time of that publication was below the national average in all the departments of this geographical area. Aspects such as critical reading showed negative results. (Chacón, 2022).

Finally, it is important to comment that, in relation to the management of reading and writing skills by students of the Popular University of Cesar, it has been found that only four out of ten students manage these skills, something that aggravates the results shown so far. This data is corroborated by the same report in the newspaper El Tiempo, which shows that "Cesar was the departmental entity with the highest percentage of students at the level of inferential and critical reading (41 percent)", a situation that should generate greater attention and implementation of strategies from academia to overcome these negative results.

In view of this situation, which was considered the central problem of the research, a presentation is made of each of the methodological elements that were taken into account when implementing the tenth spinel as a pedagogical strategy for the strengthening of reading and writing competence in students of the music program of the Popular University of Cesar. Here we seek to consolidate an idea of how, from a dynamic strategy and supported by literature, it is possible to aim at the improvement of generic competencies, but also specific ones such as music for those who study this training program.

Research Methodology: Design, Implementation and Activities

Research Paradigm

As an initial element within the analysis of the methodological approach that was implemented, it should be noted that the research paradigm selected was qualitative, since it allows to investigate in depth both the perceptions and experiences of the students, as well as to give meaning to the learning process and the use of reading and writing skills. This is based on what Terán, Peralta., Pastor & Rodríguez-Balcázar, (2022; p.8) explain, citing Hernández, Fernández and Baptista (15) on qualitative research; These authors emphasize that through this model which "seeks to pose the problem like other approaches, however, it does not follow a defined process, it does not propose a theory to confirm the information during the same process of treatment" according to this, the idea must always start from understanding the dynamics of the students, their perceptions of the problem and the way they are interrelated in the academic field.

It should be added that the decision to adopt this approach lies in the need to understand the study phenomenon from the participants' own perception, which determines a more nourished interpretation linked to their realities. Quoting Terán, et al, (2022; p.8) again, the qualitative paradigm in this case "is used to find patterns of convergence to interpret the result obtained and thus get closer to reality". From the techniques of information collection, such as interviews and focus groups, it was possible to identify those difficulties that the students present, but also the strategies they implement; as well as the factors that influence their motivation and, of course, their academic performance, thus

providing important data for the design and implementation of pedagogical strategies more in line with the training process of these students.

Research Design

In relation to the design, it was descriptive and exploratory, a very essential step since from this type of methodological implementation it was possible to collect detailed information about the reading and writing skills of the students participating in the research. This model was chosen with the aim of being able to identify and construct an analysis of each of the variables that generate an impact on the specific performance of reading and writing skills.

Regarding the implementation of the type of research in the exercise, in order to meet the objectives, work sessions were held with the focus group, here, apart from the proposed activities, spaces for discussion and exchange of experiences were generated between each of the participants, a situation that in the end positively nourished the analysis. At the same time, in the process of data triangulation, other sources of information were taken with the aim of leading to a validation of the findings and a more comprehensive understanding of the problem under study.

Mixed Method

Within the methodological design, it stands out fundamentally as a research under the mixed method. This is because there was a combination of a qualitative and a quantitative approach, leading to a much more absolute analysis of each of the phenomena that were the object of the research. The qualitative approach was the predominant approach in the development of the focus group, in addition to semi-structured interviews and data triangulation. On the other hand, the quantitative one aimed at data collection and numerical analysis from the measurement of reading and writing skills. Among the aspects that support this argument are, for example; the quantification of the results. Here, based on taking into account the results of the Saber 11 or ICFES tests, the data they provide are quantifiable

It is worth mentioning that the method used is important, mainly in the process of collecting information. From this method, the data obtained can be analyzed from a more complete perspective and at specific points, which facilitates the understanding of the reading skills that the study population possesses and needs.

Information Collection Techniques

Many researchers argue that the process of collecting data within research is considered an important and prior step to obtain scientific knowledge. This makes this point of research a necessary and fundamental action. At the same time, in all research it is essential to develop data collection, since this derives to a large extent in the success of the exercise. (Mendoza & Avila, 2020; p.1). Taking into account this panorama, within this research the information collection techniques that were taken into account within the research sought to generate an interdisciplinarity, for this reason, they are diverse. This with the aim of enriching the analysis of the problem.

It is important to generate a special analysis of the data collection techniques and instruments that were used in the research, in this case, some very dynamic ones were chosen, such as surveys, semi-structured interviews and, as mentioned above, a focus group. It should be noted that the surveys were aimed at the quantitative order, here they sought to capture information on the perceptions and abilities that students demonstrated in relation to reading and writing skills. It can be stated that the usefulness of these surveys lay mainly in the fact

that they provided statistical results, which allowed the analysis to be objective. In the case of the interviews, they were designed from the semi-structured type, which provided a deeper exploration of the experiences of each of the students, here it was aimed at the information carrying a qualitative analysis, since within these the feelings of each of the participants could be evidenced.

Finally, the focus group aimed at generating a dynamic and permanent interaction between each of the students who were part of it. Its main objective was to promote dialogue, which in the end helped in a positive way to identify common and divergent factors in the academic trajectory of the participants. It is essential to highlight that, within the implementation of each of these techniques, the maximum criteria of respect and confidentiality were used, this to ensure that the student's expression was the most important in the process of collecting information, so that in the end, the analysis would have a greater acceptance.

Population and Sample

The population consists of 2589 active students in the music program of the Popular University of Cesar. These are in an age range ranging from 17 to 34 years old. In relation to the sample, it corresponds to a focus group of 6 students enrolled in the first semester of the music program. In the case of the sample, the age range of the 6 students is between 17 and 22 years old.

Data Analysis

To carry out the data analysis, we worked through the triangulation of information, here various sources and aspects were integrated that allowed an enrichment of the results obtained. As a central point of this analysis, the discourse analysis method was carried out from a narrative-descriptive approach, which allowed a deeper understanding of each of the social representations that are related to reading skills.

In the case of this analysis of results, information triangulation should be understood as an analysis technique that, according to Soto, (2022; p. 4) "is considered as the use of multiple data sources to obtain diverse views on a topic for the purpose of validation" in this sense, here it was not only aimed at obtaining a single source, but to multiple channels of information that could provide a more complete vision of each of the realities exposed by university students.

Pedagogical Intervention

As far as the research that was applied is concerned, in this case the pedagogical intervention based on the use of the tenth spinel was taken into account, which seeks to strengthen reading and writing skills in the group of students. In this same sense, an analysis of the results of this intervention was carried out seeking to determine its effectiveness in the creation of literature and musical learning.

Activities Implemented for the Development of Literacy Skills

At this point in the article, it is essential to expose some aspects of this moment in the research. It should be mentioned that this exploration was carried out under the structure of a systematic and structured approach, this means that there was rigor in each of the activities, which were planned and nothing was left to chance. The first thing that was done was to define the problem related to reading and writing skills in music students, this allowed us to understand the need and importance of strengthening these skills in this group of people. Next, an exhaustive review of the literature related to the subject of reading and writing and

the various pedagogical methodologies that exist was carried out, which could be framed in the context of this research. Then, a descriptive and exploratory method was designed from the creation of the specific objectives and each of the instruments necessary for the collection of information. In this case, a sample was chosen that represented the first-semester students of the music program, based on the idea that each of them could share their experiences and generate a diversity of contexts.

In relation to data collection, a survey was designed, which allowed obtaining the necessary information from the quantitative order and seeking to identify the level of management of reading and writing skills developed by the group of participants. At the same time, the semi-structured interviews sought to deepen the experiences of each of the students and teachers. Finally, as mentioned above, the work with the focus group helped to know in more detail the characteristics of each of the students who participated.

In relation to the activities, the workshops can be described, which were designed and then applied primarily seeking to meet the objectives. The stipulated workshops were carried out in a structured and participatory way, starting the process with workshop 1, here the identification of those basic elements that the tenth spinel possesses was achieved, this was done from the teacher's entry into a classroom space, which allowed the students to take notes. During workshop 2, the students developed interpretations of letters written in tenth spinel, this activity was carried out in small groups, which allowed a much more rational understanding of the texts and with a critical sense.

Moving on to workshop 3, the activity consisted of identifying the previous knowledge that the students had about vallenato music, in this case the exercise consisted of generating a reasoned debate on the history of vallenato music and the characteristics of this rhythm. The idea was to establish a musical context among the students. In workshop 4, each of the participants carried out an investigation and later an exhibition of some vallenato songs, but in tenth spinel; In this case, an analysis of the structure of the song and the message it contained was made. Finally, workshop 5 allowed the students to compose their own songs in vallenato rhythm, in this case it was essential to use the tenth spinel, which led to the incentive of creativity and self-expression of each one.

The objective of each of these workshops was none other than to strengthen this learning experience and consolidate the connection that exists between theory and practice in the context of poetry and music.

Board 1: workshops implemented for the development of the pedagogical intervention

Workshop	Objective	Resource
Workshop 1: Tenth Spinel and Basic Knowledge	Identify the characteristics in the basic knowledge of the tenth spinel	Classroom space Guidance teacher Pencil and Paper
Workshop 2: Interpretation of the handwriting of writings in tenth spinel	Interpreting writings in tenth spinel	Classroom space Guidance teacher Pencil and Paper
Workshop 3: Prior knowledge about Vallenato	Inquire on the basis of knowledge of Vallenato.	Classroom space Guidance teacher

		Pencil and Paper
Workshop 4: Finding songs written in tenth spinel in vallenato and establishing the global message in controversies and context.	To expose what are the structures and messages of Vallenato songs in tenth spinel.	Classroom space Guidance teacher Pencil and Paper
Workshop 5: Writing a song in Vallenato under the modality of the tenth spinel	Writing a song in Vallenato under the modality of the tenth spinel	Classroom space Guidance teacher Pencil and Paper

Fountain: 1 Taken from the research that gave rise to this article

Results

According to the results obtained, a significant improvement in the development of reading and writing skills of the focus group corresponding to first-semester students of the music program of the Popular University of Cesar could be evidenced. This from the implementation of the tenth spinel as a pedagogical strategy. From the reading and writing activities implemented, it was possible to observe how those students who showed greater interest in reading, in turn, significantly improved their reading comprehension and textual production skills. Another aspect that was also achieved has to do with the musical training of this group, since from the activities they developed throughout the research, their phonological and verbal memory skills were enhanced, generating certainties about the connection between music and learning.

Another point that can be highlighted within these results has to do with the identification of the influence that exists between the dynamics of the family environment and reading performance. This is because from the existing elements, it can be deduced that in an environment where reading is promoted, it contributes significantly to the acquisition of reading and writing skills. In this sense, from the findings shown, it should be noted that it is essential to adopt comprehensive educational strategies that include the promotion of reading and musical training to achieve the enhancement of learning by students, which also leads to reflect on the importance of the tenth spinel in these results.

Continuing with this analysis of the results, it is essential to mention that, in relation to the fulfillment of the objectives set throughout the research, the results were significant. As a first instance, as mentioned above, there was a significant improvement in reading and writing skills by the participants in the research, here it can be said that there was a fulfillment of the objective to strengthen these skills. At the same time, the information collected shows that the interest in developing reading increased in the participants, which, in turn, directly impacts the academic performance of the students. It also supports the objective of exploring the relationship between reading and academic success.

On the other hand, it should be mentioned that, throughout the project, improvements in phonological skills and, of course, reading comprehension were identified, combining the idea that musical training has a valuable impact on the learning of university students. In general terms, it can be said that each of the findings corroborate that the approach

implemented is not only effective in achieving immediate results, but also indicates the way to achieve the integration of music, literature and education.

Discussion

Based on the problems shown in this analysis, which is understood as deficiencies in the reading and writing skills of music students at the Popular University of Cesar, it is essential to have a holistic and comprehensive vision that supports the different actions of solutions in the educational context. This idea must contemplate the motivation of the student and the involvement of the entire educational community, this mainly includes teachers, students and close members of their families. It is important to point the solution techniques to pedagogical strategies that have a fairly innovative component so that they generate the necessary motivation in students and thus attract it where they perceive the activities as pertinent to improve their training process. That is why the use of the tenth spinel becomes a very useful tool to be able to integrate these cultural and musical elements into the reading and writing skills that university students develop.

On the other hand, the tenth spinel with its rhythmic and poetic composition encourages the creativity and literary expression of the students. In this poetic form, it is not only evident that there is a relationship between musicality and writing, it also strengthens the appropriation of linguistic skills in a surrounding and possible way. By integrating writing with reading and music, students' desire to learn and improve areas such as language is strengthened, which leads to their motivation to be part of the educational process and turn that learning space into a meaningful experience for their lives. This is because this cultural playful expression helps students to connect with their roots and traditions, leading to strengthen their vision of the country's cultural heritage.

At the same time, it is important to promote a collaborative context that links students' families in the educational process. This is because their participation in the promotion of habits such as reading can be significant for developing reading and writing skills. For this reason, spaces for interaction must be created where family members can access resources that will later be used to promote reading. In the same way, it can be said that the implementation of the tenth spinel is strengthened as a complete pedagogical strategy, where it will not only result in the improvement of reading and writing skills, but also the cultural training of future musicians, something that, although within musical training, is essential to understand its context and to be able to produce from this understanding.

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