



# "Qué recomiendo leer y por qué?": preferencias lectoras del profesorado de educación infantil y primaria en formación [

2023

text (article)

Analítica

The present research explores the reading preferences of early childhood and primary education preservice teachers according to the literary works that they consider that have marked them and served to create their reading identity. The general objective is to analyze the literary works they selected to determine whether they belong to adult, children's or young adult literature, their textual genre and the functions for which the participants recommend their reading. A descriptive quantitative methodology is used. The results show a clear preference for reading in the narrative genre, with a predominance of detective and mystery novels, romance and social novels. The predominant functions for which the participants recommend their reading are evasive, affective, social, educational and axiological. These results reveal the need to implement measures to improve the reading and literary training of future teachers, to promote reflection on the concept of reading they transmit and to develop critical analyses on the educational potential of literature

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**Título:** "Qué recomiendo leer y por qué?": preferencias lectoras del profesorado de educación infantil y primaria en formación electronic resource]

**Editorial:** 2023

**Tipo Audiovisual:** Reading identity Reading preferences Literary functions Reading practices Preservice teachers  
Identidad lectora Preferencias lectoras Funciones literarias Prácticas lectoras Profesorado en formación

**Documento fuente:** Investigaciones Sobre Lectura, ISSN 2340-8685, N°. 18, 1, 2023, pags. 27-57

**Nota general:** application/pdf

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**Lengua:** Spanish

**Enlace a fuente de información:** Investigaciones Sobre Lectura, ISSN 2340-8685, N°. 18, 1, 2023, pags. 27-57

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