



La comprensión de textos: su incidencia en la formación profesional de los politécnicos

Text comprehension: its incidence in the professional training of polytechnics

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Resumen

El artículo que se presenta tiene como hilo conductor uno de los componentes funcionales en la enseñanza de la lengua y la literatura: la comprensión textual. Este componente favorece la adquisición de nuevos conocimientos cuando se es capaz de decodificar los diferentes mensajes que son emitidos por otros. En las escuelas politécnicas se convierte en una necesidad en tanto los estudiantes deben comprender la urgencia de su formación laboral para su desempeño con éxito en el contexto social. El empleo de los valores educativos que tienen los textos de la profesión podría contribuir con este propósito. De ahí que se ofrece un modelo de actividad didáctica para la comprensión de textos con un enfoque profesional.

Palabras clave: Comprensión textual; Formación laboral; Textos profesionales; Actividades didácticas

Abstract

The research presented has as its guiding thread one of the functional components in the teaching of language and literature: textual comprehension. This component favors the acquisition of new knowledge when it is able to decode the different messages that are issued by others, in polytechnic schools it becomes a necessity as students must understand the urgency of their job training for their successful performance in the social context. The use of the educational values that the texts of the profession have could contribute to this purpose. This article offers a model of didactic activity for the comprehension of texts with a professional approach.

Keywords: Text comprehension; Job training; Professional texts; Didactic activities

Introduction

Textual comprehension is one of the functional components in the teaching of Spanish language and literature of importance in the construction of meanings. This functional component is taught in each of the educational levels that make up the Cuban educational system; in polytechnic schools, this component gains value as the comprehension of professional or working texts is essential in their training to strengthen labor training based on the social purpose of these educational centers.

The process of textual comprehension at the Professional Technical educational level responds to the current approach to the teaching of language and literature: cognitive, communicative and sociocultural, which give special importance to language and at the same time becomes a transversal macro axis of the curriculum favoring the interrelation with other subjects, which contributes to the development of communicative skills that allow students to achieve a comprehensive training and a cognitive, affective-emotional, motivational, axiological and creative development, as components of a comprehensive general culture.

Precisely at the Professional Technical education level, guaranteeing an integral general culture is a complex and dynamic process, since its social purpose is to orient students towards the technical profession from which they are going to graduate, and the labor component becomes a priority.

They argue that it is important to include professional or work texts where they subsume the values they carry in order to strengthen, through the process of textual comprehension, the treatment of work training where the best scenario is the classroom.

Many researchers have addressed text comprehension and treatment to textual typology, we cite (Cassany, 2005; Coca, 2015; Domínguez, 2007; García, 1972 and García, 2019), among others, who make theoretical and practical contributions, however specifically at the Professional Technical educational level, the values of the texts have not been taken advantage of for the work with labor training.

The insufficient inclusion of texts that are accessible to the interests and characteristics of students at this educational level often leads to lack of motivation and little interest in the subject Spanish-Literature, on the other hand, the treatment of the comprehension of written texts in the polytechnic

school with a work training approach could favor a better understanding of social phenomena and the profession.

In an initial diagnosis made from classroom observations and interviews to teachers and students, as well as the results of the control works and the years of experience of the main author of this research in working with this educational level as methodologist of the subject, the following insufficiencies were detected:

- Limited use of text comprehension for the treatment to job training.
- Lack of activities with professional or working texts that enhance labor training at the Technical Professional educational level.
- Limited methodological performance for the application of the current approach in the teaching of language and literature: cognitive, communicative and sociocultural.

These insufficiencies lead to formulate the scientific problem: how to contribute from the comprehension of professional or working texts to the labor training of students of polytechnic schools? The objective of the research is: to elaborate didactic activities for the comprehension of professional or working written texts with a focus on labor training for students of the specialty of Civil Construction.

Development

History of the textual comprehension process at the technical-professional educational level

After the statement of the scientific problem, it is necessary to locate in time and space what regularities the process of textual comprehension has had at the Professional Technical level and how it has been given an outlet for labor training.

For the historical review, several sources were consulted, taking into account the different moments through which the Technical-Professional educational level has passed. Thompson's (2009) criterion is assumed, who makes a periodization by stages on the labor training of the technical bachelor in the specialty of Agronomy, although his aims and purposes are different, it is considered that there are elements of his research that are appropriate for this work and that are taken into account.

Thompson (2009) establishes four stages: "the emergence of labor training (before 1959), the institutionalization of labor training (from 1960 to 1974), the diversification of labor training (from 1975 to 1991) and the improvement of labor training (from 1991 to the present)" (p. 10).

The stages assumed were denominated from the object of the research, which is the process of textual comprehension, as it is identified with the purpose of this research and denotes the transformations, both from the conceptual and didactic point of view, in correspondence with the trends developed in the teaching-learning process in different periods that textual comprehension has undergone.

The stages were called: first stage of institutionalization of job training (from 1960- 1974) Perspectives for the introduction in the process of textual comprehension; second stage of diversification of job training (from 1975- 1991) Improvement of the process of textual comprehension and third stage of improvement of job training (from 1991- present) Introduction of different approaches and theories on textual comprehension.

The indicators used were approaches and methods used for teaching textual comprehension, introduction in the teaching of textual comprehension of the different textual typologies with emphasis on professional or work texts, and treatment of job training within the process of textual comprehension. The following regularities were identified:

- The approaches and methods used for teaching textual comprehension at the Professional Technical educational level transit from language teaching to speech teaching with different approaches from normalistic to current cognitive, communicative and sociocultural.
- At the technical-professional educational level, priority has been given to teaching textual comprehension of artistic texts, with the introduction of professional or working texts.
- In the curriculum of the Professional Technical Education level, the treatment of labor training has always been a requirement of its model in all subjects where the process of textual comprehension is materialized.

Approach to the theoretical concepts as a basis for the proposal of didactic activities

The theoretical study of the process of textual comprehension is based on different criteria on various aspects, there is valuable research undertaken by Cubans and foreigners who have

contributed with theoretical and practical contributions that are socialized through books, diploma papers, master's and doctoral theses and articles published in certified and accredited journals.

In this sense, we start by highlighting the definition of the concept comprehension, according to the dictionary of use of the Spanish of America and Spain (2015), comprehension is:

Action of understanding. Human faculty or facility to perceive things and have a clear idea of them. Tolerant and respectful attitude towards the feelings or acts of other people. In logic, content or set of features of a concept. In philosophy, mode of apprehension of the objects of the sciences of the spirit as opposed to explanation, that is the mode of apprehension of the objects of the natural sciences.

This research assumes the criteria of Roméu (1992), who states that "to understand comes from (from the Latin *comprehendere*), which means: to understand, penetrate, conceive, discern, decipher, decipher. As an intellectual process, it implies grasping the meanings that others have transmitted through sounds, images, colors, movements" (p. 2).

Roméu (2003), from the foundation of his approach, refers to the importance of the category texts, defining it as: "any coherent communicative statement, carrying a meaning, which is expressed in a given context with a defined intention and purpose, for which the issuer uses certain functional communicative means" (p. 12). The text constitutes the essential basis of the comprehension process, and also emphasizes its typologies.

Textual comprehension manifests the development of certain skills and habits for each type of text, whether descriptive, narrative or expository. Domínguez (2007), refers to textual typologies and states that:

To speak of textual typologies we must refer to the various ways in which a text can be classified. For this purpose, many different aspects have been taken into account, such as the intention of the communication, the models with which the texts are structured, the style, etc. (p. 90).

Se asume la clasificación de textos que dentro del enfoque cognitivo, comunicativo y sociocultural aporta (Roméu, 2003, p. 91).

Their code: oral, written and iconic or symbolic.

Their elocutive form: dialogic, narrative, descriptive, expository and argumentative.

Their function: in informative, expressive, poetic, and appellative.

Their style: colloquial, official, advertising, scientific and literary.

During the process of text comprehension it is important that the student is able to recognize the characteristics of the types of texts in order to better decode their message.

At the Professional Technical Education level, the Pre-university Spanish-Literature program is used, but it has its own characteristics, namely the inclusion of textual typology in the classes dedicated to the Integral Practice of the Language.

This reason denotes the importance of the Integral Language Practice classes in order to treat labor training, if we take into account that one of the purposes of this educational level is related to labor training in its labor practice activity where 80% of the curriculum content is directed to this objective, the introduction of professional or work texts that are related to their specialty can contribute to solving problems that a student may have when understanding the realities that surround him/her in his/her social context.

On labor training, Baró, 1996; Cerezal, 2000; Leyva and Tauler, 2003; Patiño, 1990; Rumayor, 2003; Thompson, 2009), among others, have investigated. Thompson, citing Rumayor (2003), notes the breadth of the definition he provides based on the implication that each subject of the curriculum has on the labor training of the polytechnic student. For the purposes of this research, we assume Rumayor's definition approached by Thompson (2009), who defines it as:

The process in which each subject is assigned its contribution, directing its content towards the work, relating them to real life problems that surround the students and to the professions or trades most characteristic of the territory where the school is located, placing the student in front of life problems where they have to apply what they have learned. (p. 26-27).

Sample and methodology

Characterization of the current state of text comprehension with a professional approach.

A sample of first year students of the specialty of Civil Construction of the Julio Antonio Delgado Reyes Polytechnic School was taken. The following indicators were used:

- Level of knowledge of students and teachers about the theoretical conception of labor training.
- Level of didactic-methodological preparation of teachers for the development of labor qualities of the personality from the educational values of professional or working texts during the process of textual comprehension.

The following methods were used: study of documents, classroom observation, survey and interviews with students, teachers and managers. These indicators and the tabulation of the results of the instruments applied allowed the following conclusions to be drawn:

- Scarce follow-up to the thematic line of methodological work on how to provide an outlet for job training from the educational values of the texts worked on in the Spanish-Literature program.
- Insufficient didactic-methodological preparation of the teachers for the work with labor training from the curricular way.

Proposal of didactic activities for text comprehension with a professional approach.

The elaboration of the activities took into account as a fundamental premise the socio-educational characteristics of the students and the results of the diagnostic study. The sociocultural dimension of the cognitive, communicative and sociocultural approach (ECCS) in the teaching of language and literature, as outlined by Roméu (2003), is also given a special role, since the activities are designed to develop both oral and written production in the students, adapting them to the communicative contexts and their work component.

Generally, didactic activities are associated with the concepts of didactic activity and the teaching-learning process. It is noted that although there are scattered ideas on the definition of didactic activities, the aforementioned concepts and their close linkage stand out among the authors who address them.

These arguments allow us to point out what Rosental and Ludin (1981) state about activity: "the concept that characterizes the function of the subject in the process of interaction with the object. It is stimulated by the need, is oriented towards the object that gives satisfaction to the latter and is carried out by means of a system of actions. It has a social character and is determined by the social conditions of life (p. 4-5).

Taking into account what is stated in the pedagogical context, the activity places the teacher at the center of the educational teaching process, in order to transform the deficiencies that students show in this process, taking as a starting point their needs and their possible application in their practical life.

Hence, didactic activities allow the teacher, in addition to teaching a given subject, to instill values, feelings, convictions and that these can be useful in their practical life in order to transform it.

In this sense, didactic activities are understood as the system of techniques, actions with innovative character that are organized, coherent and harmoniously planned and planned by the teacher for teaching in order to achieve a learning goal.

The didactic activities are elaborated on the basis of the didactic components of the teaching-learning process with the following structure: title, objective, method, means, form of organization, evaluation.

Seven activities were elaborated to be introduced in the first year of the specialty Civil Construction, in the shifts of Integral Practice of the Language. The texts proposed for the activities are non-literary texts, according to their scientific style, but they are closely related to the literary texts studied in the units.

The activities are intended to address job training, taking into account the students' interest in texts of their profession. The activities follow a chronological and sequential order from the dosage.

Presentation of the activity to be modeled

This activity is introduced in the Spanish-Literature syllabus of the first year Professional Technical education level, in Unit 1: The origins of literature and art.

The proposed text favors the intertextual relationship with the literary text being worked on in the unit.

Title: The paths of my profession

Objective: to analyze the text "Materials and products for construction on site" by reading and understanding the essential ideas, which will favor the strengthening of labor qualities in the personality.

Method: independent work

Means: didactic sheet, blackboard, dictionary.

Form of organization: frontal class

Evaluation: oral and written.

Activities

Read carefully the excerpt taken from the basic book of your profession: "Materials and products for the construction on site" (page 9)

"Wood is made up of a set of tissues that form the mass of tree trunks, without the bark. In the center is the pith or heart of a stronger coloration, surrounding the heart is the heartwood, which is the dry and hard part of the trunk being the one that has greater mechanical strength and durability, which allows it to be a material widely used in the works."

Determine the unknowns or words that may lend difficulty in the interpretation of the text. You can use the Dictionary.

- a) What is the text about?
- b) What is found in the center of the wood, and do you classify these words according to their accentuation?
- c) Why do you think it is important to know how to identify the pith or heart in wood before using it in construction?
- d) Do you think it is advisable to use the bark of wood in construction? Why?
- e) From your experiences during the development of the labor practices that you carry out in the labor entity, give examples that demonstrate the use of wood.
- f) Write a text about the importance of wood in construction. Give it a title.

Results

Evaluation of the effectiveness of the didactic activities designed for the comprehension of texts with a professional approach.

The following methods were used: specialty criteria and pedagogical test; the same sample and the same indicators were used as for the diagnosis. The students actively participate in the work activities planned under the guidance of the teachers, which shows their commitment to the work they do and their responsibility for it.

During the development of the comprehension exercises that are entrusted to them, whether labor or teaching, the students show themselves to be independent, hardworking, responsible, organized and persevering, which evidences the manifestation of labor qualities of the personality necessary to face the situations that life may bring them in the future.

It improves the students' performance during the application of knowledge, skills and values in the comprehension of texts, as well as in the interpretation, which evidences the manifestation of labor qualities of the personality as an expression of their labor training. Motivation is achieved in the

subject Spanish-Literature by introducing scientific texts of interest to the students, which makes possible the treatment of labor training from the possibilities offered by the message of the selected texts. **Discussion**

Many are the researchers who have revealed the relevance of labor training in polytechnics, however, it does not become a way for the teacher of general subjects to act, since they do not take advantage of the potentialities offered by the content of the subjects to enhance the labor component from the labor training as an essential backbone of the training model of the Technical Professional educational level.

This reason corroborates the need for the research carried out and its practical significance lies in the fact that it offers Spanish-Literature teachers of the first year of the specialty of Civil Construction at the Julio Antonio Delgado Reyes Polytechnic School, a new approach for the treatment of labor training, taking advantage of the potential offered by the program for working with professional texts or work texts with a previous orientation that transcends higher levels so that they become didactic-methodological tools for their application in the process of textual comprehension at the Technical-Professional educational level.

Conclusions

The historical trajectory of the textual comprehension process at the Technical and Professional educational level allowed identifying the main regularities from the assumed stages and the proposed indicators, which favors a successful influence on the methodological principle of text selectivity for the achievement of motivation in text comprehension with a professional approach. The approach to the theoretical cores as support of the proposal of didactic activities reveals the need to continue deepening in order to improve the quality of the formative process of the students of the Technical and Professional educational level in the general subjects. The initial diagnosis corroborated the introduction of the instrumentation in the educational practice of the didactic activities that were elaborated and it was confirmed that they stimulate positive transformations in the labor formation of the students of the first year of intermediate technician in Civil Construction and in the motivation towards the subject Spanish-Literature.

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