



El programa complementario como alternativa didáctica para el desarrollo del nivel de comprensión creadora The complementary program as a didactic alternative for development of the comprehension creative level

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Recibido: 15 de enero de 2022

Aceptado: 9 de abril de 2022

Resumen

El desarrollo del nivel de comprensión creadora de textos escritos en el Programa complementario de la asignatura Español-Literatura en la Secundaria Básica, constituye un reto para su cumplimiento por el docente. En este trabajo se ofrece una alternativa didáctica que se apoya en el taller como forma de organización, en el cual se potencia la diversidad temática y textual y la implementación de técnicas participativas de orientación educativa. Los métodos de investigación empleados fueron de los niveles teórico: análisis-síntesis, histórico-lógico; empíricos: observación de Programas Complementarios, encuestas y entrevistas, ellos permitieron resumir los fundamentos para la adquisición de hábitos, habilidades, la formación de valores y convicciones morales; asimismo del nivel matemático – estadístico: para la cuantificación de los resultados del proceso investigativo. Los referentes teóricos tienen como basamento el enfoque Cognitivo Comunicativo y Sociocultural.

Palabras clave: Alternativa didáctica; Comprensión creadora; Programa complementario; Técnicas participativas de orientación educativa.

Abstract

The development of creative comprehension level of written texts in the complementary program of Spanish-Literature subject in secondary school constitutes a challenge for teachers, to fulfill it, we present a didactic alternative that strengthen the textual and theme-based diversity and the implementation of participative techniques for educative orientation. The methods used for the investigation were theoretical: analysis-synthesis, historical-logical, and empirical: observation of complementary programs, surveys and interviews, which allowed to summarize the fundamentals to achieve the acquisition of habits and skills and the formation of moral values and convictions, and methods of the mathematical - statistical level for the quantification of the results of the instruments applied throughout the investigative process. The theoretical references supporting the research are based on a Cognitive Communicative and Sociocultural.

Keywords: Didactic alternative; Creative comprehension; Complementary program; Participative techniques for educative orientation

Introduction

The idea that teachers, more than teaching a specific subject, should provide students with innovative and contextualized tools that guarantee the comprehension of written texts proposed in class, always based on their benefit for communicating in society, is becoming increasingly consolidated.

The comprehension of written texts, together with the analysis and construction, constitute the starting point for the timely modification of knowledge, hence their importance in the teaching-learning context. In the latter, the didactics of Spanish and Literature, at each educational level, encourages the assimilation of knowledge, the development of skills and abilities, and the approach to topics that deal with the formation of values and moral convictions.

Different authors have approached, from diverse theoretical and epistemological positions, the subject of comprehension of written texts. Goodman (1982) and Van Dijk (1980, 1983), from the new conceptions of cognitive psychology, contributed elements about cognitive processes, meaningful learning, strategies and comprehension models.

In Cuba, a concept contributed by Roméu (1992) on language teaching, which focuses on the processes involved in communication (comprehension, analysis and construction), and which are called functional components, has gained momentum.

In the same way that other authors have offered theoretical and methodological guidelines to direct the teaching-learning process of reading and comprehension in relation to how to teach comprehension and what the teacher should do, among others are: (Abello, 2010; García, (1976; Grass, 2004; Mañalich, 2004; Montano and Roméu, 2004).

In spite of the research carried out, it has been proven that there are still difficulties in the development of the level of creative comprehension from other activities of the institutional curriculum different from classes.

The conception of the III Improvement of the National System of Education in the teaching of Spanish and Literature at the Junior High School educational level, requires that every teacher, in the new stage of improvement, strives to find creative ways to organize the apprehension of the content of the subjects, based on the scientific and methodological principles of the teaching of language and literature, the individual characteristics of their students and the potentialities of the institutional context.

Complementary programs have been designed to support this effort, which should be planned by the teacher of each subject or department to complement the acquisition, consolidation and deepening of the knowledge acquired in class.

However, these programs do not always fulfill the function that names them, because they are not planned from entertainment, motivation, cooperation, as mediating elements in the teacher-student relationship, which has been corroborated in observations to such activities, interviews to experienced teachers and guide teachers, methodologists and subject leaders; as well as in the experience accumulated by the researcher in exchanges in subject and degree collectives and the insertion in the institutional project of the center.

Likewise, the level of creative comprehension is not sufficiently enhanced, and this in turn allows them to relate the cultural elements they are acquiring in non-classroom contexts.

These deficiencies allow us to state the scientific problem: how can we enhance the level of creative comprehension of written texts in the complementary program of the subject Spanish-Literature in Junior High School?

In order to solve this problem, the objective was to elaborate a didactic alternative to enhance the level of creative comprehension of written texts in the complementary program of the subject Spanish-Literature in Junior High School in ninth grade students.

Development

In the didactic alternative offered, the teaching-learning process is assumed as its object of study, it also takes into account the activities that are carried out and the relationships that are established between teachers, the different educational agents and students to achieve the purpose of education.

Matos, when analyzing the concepts of didactic alternative, defines it as: "an instructional methodological option for educational practice, in order to optimize the direction of the learning process that truly stimulates the intellectual development of students" (2004, p. 54).

For their part, Salcedo and Stable (2020), conceive of it as:

(...) option between two or more variants that the teacher has to direct the assimilation of the learning content of the subjects in the subjects of education, based on the characteristics, possibilities and the context of action of the teaching-learning process. This is oriented to clarify

how to use the didactic tools or resources to stimulate meaningful, cooperative, creative learning, among others, when appropriating the content of the subjects. (p. 247).

Likewise, Valle (2007), states that this dynamic:

(...) implies choosing in correspondence with their interests, needs and possibilities, that option that is most beneficial and/or convenient for them. From the pedagogical point of view, the rationality of the option, the results it can produce, as well as the objectivity with which it allows to approach the material of study, will also be taken into account for the choice (p.192).

It can be observed that in these important contributions the alternative is assumed as a possible outcome or result of the research under diverse conditions, highlighting the relationship between the subjects of education, since for the teaching-learning process to be more effective and truly developmental, it is necessary that the family, community agents and agencies intervene as mediators of school learning. The consolidation of this system of relationships will make the process more dynamic, attractive and conscious.

The criteria previously analyzed made it possible to provide an operational definition of didactic alternative, which is defined as:

A methodological option implemented by the teacher, conducive to a developmental teaching-learning process, which requires the implementation of means, methods, participatory techniques of educational guidance and various forms of organization and evaluation that respond to the educational needs of learners; inherent to it are also novelty, objectivity, and operational feasibility; which could ensure the successful transmission of knowledge, the formation of values and social skills.

Operational feasibility of the Complementary Program for the development of the creative comprehension level

Based on the above criteria, it has been determined to work on the development of the level of creative understanding from the advantages of the complementary programs, due to the integration of the specific objectives of each subject, given the utilitarian possibilities of their knowledge, based on the enjoyment, creativity, cultural growth of the students and the interaction with the different agencies of the educational community.

In the operation of the Complementary Programs, we could find the transition to the level of creative understanding because they encourage teamwork, more effective than individually if the

organization is precise; with this modality, students will recognize their shortcomings, will develop their projects to eradicate them and will carry out the work consciously; in addition, the teacher, in his role as conductor, coordinator, organizer, facilitator, has a useful tool in the process of logical reasoning, in the decoding of the message and the understanding of what is written.

The world in its amazing complexity and evolutionary character has had the urgency to create and recreate concepts as an alternative to meet the educational needs of learners and adapt them to the increasingly demanding generational demands. Likewise, pedagogy in its historical development has not ceased in the search for strategies that respond to these shortcomings of individuals and institutions.

Now, according to the Junior High School Education Curriculum of the Ministry of Education (MINED, 2016), which regulates the main modifications that characterize the III Improvement of the National Education System, the curricular conception of this educational level:

(...) is materialized in an Institutional Educational Project and Group Projects that enable a cooperative, more flexible and contextualized management style, which should promote and allow participation in shaping the modalities of educational care (institutional and non-institutional) of learners, teachers, parents and community factors. (p. 7)

The fundamental form of organization of this process is the classroom, while extracurricular and extra-curricular activities, seen as a didactic alternative for the strengthening of different competencies, are, with the contributions of the III Improvement of the Cuban Educational System, complementary activities.

According to the new contributions of MINED (2016), to the referred improvement, complementary activities are:

(...) the set of formative activities that complete, broaden and deepen the formation of the learner's personality these imply variety, richness of options and essentially the possibility for the learner to freely choose which and how many he/she wants to do, except for the Complementary Programs oriented to the treatment of learning difficulties. (p. 10)

It is clear that the Complementary Programs are:

A type of complementary activity, and allow to complete the main content of education, are expressed in the programs of subjects and/or subjects, expand the curriculum and facilitate differentiated attention to the interests of learners. At the same time they motivate to study and

develop skills for independent study, they are feasible in the preparation of competitive students, they make it possible to deal with local development programs, they are formative with a clear ideological orientation and seek to consolidate values. The topics of these programs are derived from the formative objectives of the curriculum (p. 10).

Methodological guidelines for the planning of the Complementary Program based on the development of the level of creative comprehension.

This didactic alternative, consistent with the Cognitive Communicative and Sociocultural approach, which is its theoretical support, proposes to emphasize the use of the interactive processing model, without ignoring the existing models of bottom-up and top-down processing.

The Interactive Model: conceives reading comprehension as a product of the simultaneous interaction of the data provided by the text, the reader's knowledge of different types and the activities performed during reading.

Now, according to Roméu (2007, p. 159), the levels in which the process of textual comprehension is methodologically organized are: "intelligent comprehension, critical comprehension and creative comprehension".

The level of creative comprehension supposes, according to the referred author, a deep level of understanding of the text, which is reached when the reader "... applies what is understood, exemplifies or extrapolates. It is the level where the student creates (originality, development of imagination), either by assuming the sender's proposals, or by renewing the structures, or the ways of sending messages to other readers" (Roméu, 2007, p. 160).

For the development of the Complementary Programs, it is also advisable to put into practice participatory techniques of educational guidance, which are a psycho-pedagogical tool of participatory, dynamic, productive, reflective and experiential help, applicable in formative processes, which condition a formative learning of the objective and subjective reality, while favoring the personal growth of the individual.

Likewise, this didactic tool responds to the questions related to the purposes of education and has to do with, what is taught for, what, how, where, with what, and the answers subsume the essence of the foundations that underlie it.

A didactic of the complementary programs should suggest to the teacher the form of harmonious relationship between the components of the teaching-learning process in the direction of the

cognitive and communicative processes that take place in these activities. For its implementation in the subject Spanish Literature and to propitiate the transition towards the level of creative comprehension, the following elements are considered in this research:

- Diagnose the students, the family, the agents and agencies of the educational community.
- Defining contents and objectives.
- Determine the form of organization and evaluation indicators.
- Determine those responsible and collaborators.
- Agree with the agents and agencies available to the school community.
- Socialize and discuss the activities in the methodological preparation of the subject and guarantee the conception of attractive contents.
- Presentation and coordination of the activity in the Board of Directors for its approval and inclusion in the Institutional Educational Project or of the grade or group in which it will have an impact.
- Carry out promotion dynamics with those involved in the diagnosis, execute the activities and systematically evaluate the effectiveness of the Complementary Program according to indicators.

From this point of view, the Complementary Program for Text Comprehension Workshop is proposed. This will be carried out by periods (2) and these in turn will be completed by meetings or class hours.

The teacher can use other forms of organization in the meetings such as round table, debate, seminar, in which the teacher guides the activities in an orderly manner, the students develop skills and habits related to the completion of tasks and research, the search for solutions to communicative situations on their own and finally, the teacher controls the quality of the task, contributing to a developmental learning.

It is recommended to start the workshop in the month of October, since the month of September will be for programming (diagnosis and planning). Successively it will take place in odd weeks (every 15 days). These periods will culminate in the month of February, when the final evaluation of the workshop or complementary program will be applied, giving the student the opportunity to participate in another complementary activity.

For its realization, texts of different typology and with different themes have been chosen. In this option, it is proposed to start from the audiovisual text (music video, film fragment, theatrical play, educational material, among others), which will be derived from the written text to be worked with later, its selection will be based on the diagnosis of the needs, aspirations and motivations of the students.

The implementation of dynamics and participatory techniques will allow the recreation of learning and the desire to learn, making it more attractive. Among others, we can mention: "My other half", "Complete the sentence", "Dictation of objects", "Saltamayor, the prince of heights", "My group and I", "Find the way", or others created or adapted by the teacher according to the needs of the group and the objective of the Complementary Program.

It is also of vital importance to create communicative situations that will generate meaningful and developmental learning, which, according to Roméu (2007), (...) constitute a resource for the development of the complementary program,

(...) constitute a methodological resource that contributes to the production of discourses with different communicative intentions and purposes, which allows studying their structure, developing skills to understand and produce meanings, and placing students in situations of interaction in real or imaginary contexts (p. 50).

In this regard, Lorié and collaborators (2011), state that:

In order to create these interactive collaborative situations, the teacher must rely on problematic situations, contradictory questioning, among others, in order to create the need for help and rely on the use of methods fundamentally of a productive nature. To comply with the above, the teacher must provide students with timely guidance and information, highlighting relevant concepts, stimulating interaction styles and practices, as well as facilitating metacognitive reflection on the work done. (p. 10).

How to stimulate the learner in the transition to the level of creative comprehension from the Complementary Programs of the subject Spanish-Literature?

In this regard, it is suggested that the coordinator take into account the following elements:

- Establish an atmosphere of trust to carry out team work, so that they can express their concerns and opinions without fear of ridicule or rejection.

- Provide the opportunity to show their progress and express interest and joy in what they have learned.
- To guide activities according to their potential and that these in turn show the way to progress.
- Ensure, in addition, the understanding of the importance of what they will learn, in terms of their personal development.
- Create communicative situations in which they have the opportunity to apply what they have learned to other texts and contexts.

This didactic alternative allows structuring a procedure by stages and methodological steps.

Stages of the didactic alternative

Stage 1. Planning and Organization

It consists of two phases: Planning and Organization. This stage pursues the objective of determining the starting point to put into practice the strategies that will allow to promote the transition towards the level of creative comprehension of written texts from the Complementary Programs of the subject Spanish Literature, from its instrumentation in practice.

Stage 2. Orientation/Execution and Control

Stage two, formed by two phases: Orientation/Execution and Control. The purpose of this stage is to socialize the actions of the Complementary Program in order to enhance the level of creative understanding according to the results of the diagnosis and to sensitize those involved, likewise the implementation of the actions will allow their systematic control and the evaluation of positive and negative aspects.

Stage 3. Monitoring and Evaluation

Stage 3 consists of two phases: Control and Evaluation. The purpose of this stage is to check and assess the quality of the implementation of the actions and to evaluate the result of the transition to the level of creative understanding based on the exchange and recreation of learning.

In the modeling of the Complementary Programs, this author recommends identifying the following parameters, which can be arranged in tabular form:

- Name of the Complementary Program
- Meetings
- Objectives

- Place of the meeting
- Date
- Responsible(s)

Likewise, the importance and relevance of the Complementary Program to be carried out is explained.

For each meeting, activities aimed at strengthening the level of creative comprehension are proposed. The sequence, didactic orientations and evaluation are offered.

The following elements will be presented in each meeting of the workshop:

1. Objective.

2. Methodological development of the activities.

a) Exploration and activation of previous knowledge.

b) Presentation of the objective of the meeting.

c) Significant information about the author and the context in which the text was produced.

c) Reading the text.

d) Searching the context or the dictionary for the meaning of the lexical unknowns.

e) Answering questions about the content of the text in which the level of creative comprehension will be enhanced, going through the lower levels, as well as the functionality with the analysis and construction of texts.

f) Linking the analyzed text with other texts and contexts.

g) Creation of communicative situations.

h) Consolidation, summary and evaluation of the contents addressed.

3. Evaluation.

Evaluation, as a regulatory element, offers information on the quality of the teaching-learning process, on the effectiveness of the rest of the components and the need for adjustments, modifications or other processes that the whole system or some of its elements must undergo.

In this sense, it is suggested that the complementary programs have a qualitative evaluation based on the progress of the students, in the same way, the coordinator should ensure the self-evaluation of each one and apply modalities of co-evaluation, in which they will play an active role and will internalize the moral qualities immersed in the process, projected towards the attitudinal and

behavioral, as well as the indicators referred to the development of the level of creative understanding.

Suggested indicators for the evaluation of the Complementary Program of the Spanish Literature subject in terms of the development of the level of creative comprehension

1. Cultural growth of the students

- a) Attendance, punctuality.
- b) Discipline.
- c) Quality of oriented activities and achievement of objectives.
- d) Cooperative work and demonstration of group skills.
- e) Originality and creativity in the elaboration of their work (texts, drawings, seminars, communicative situations, videos and other activities).
- f) Accepts criticism and defends their criteria with respect.

2. Development of the level of creative comprehension

- a) Demonstrates competence in reading, communication and socialization.
- b) Can move from audiovisual text to written text, from written text to iconic text, from one written text to another written text (intertextual transition).
- c) Uses the content of the text read as a tool to solve or create communicative situations.
- d) Modifies his/her work algorithm by listening to the proposal of others if he/she believes it is feasible.
- e) Incorporates what he/she has learned into his/her cultural heritage and into the way he/she acts socially (school, family and community).

This proposal makes available to teachers a booklet with didactic and methodological guidelines, as well as actions for the implementation of complementary programs based on the development of the level of creative comprehension, which will enable a better programming of these programs. These programs are highlighted as a useful educational practice to consolidate and complement the knowledge acquired in the different subjects, always based on exchange, cooperation, creativity and recreation.

It is recommended that the Complementary Programs should not be assumed as a rigid resolution of exercises, but should be designed from the cultural growth of the students; to conceive their planning from the Methodological Preparation to achieve a more finished consensus in their

organization; to guarantee the improvement of the teachers of all the subjects in the organization of their Complementary Programs and to approve in each educational institution a coordinator of the Complementary Activities and Programs.

These didactic and methodological orientations should not be considered obligatory steps, but each teacher should adapt them, according to the characteristics of their students and their educational context.

Conclusions

The theoretical evaluations about the development of the level of creative comprehension and its relationship with the conception of the Complementary Programs were revealing of the possibilities of the didactics of Spanish and Literature for its integration with the cognitive, cultural and affective growth of Junior High School students, since it allows them to establish relationships, make judgments and evaluations and apply what they have learned to other texts and contexts. The Complementary Program is a useful tool, since its susceptibility to assume the contributions of digital technology, as well as the implementation of methods, forms of organization and participatory techniques of educational guidance allow teachers to renew the teaching-learning process and consolidate the planning, implementation and evaluation of their teaching performance. This proposal should not be considered an algorithm that a teacher cannot adapt to the interests, the needs of his or her students and family, the characteristics of his or her school, as well as the potential of the community. The educational and instructive influence of the teacher and the aspirations of the teacher to organize and direct the teaching-learning process in a creative way are key in this project.

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