



Epistolario familiar martiano y formación de valores en la educación Jóvenes y Adultos *Marti's family letters and valves formation in Youth and Adults education*

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Resumen

La formación de valores con la comprensión del epistolario familiar martiano, constituye un reto, por ello, en esta investigación se propone una Alternativa metodológica que resolverá carencias de valores como dignidad, sentimientos de amor a la familia y a la patria en estudiantes de la Educación de Jóvenes y Adultos. Esta enriquece la preparación de los docentes con nuevas vías para dirigir este proceso, donde se articulan la axiología afectiva, y la intertextualidad propios de los textos martianos. Se tuvieron en cuenta métodos de nivel teórico, empírico y estadístico-matemático. Y para someter la propuesta diseñada a una evaluación preliminar, se consultó el criterio de especialistas y el análisis de bibliografías, que posibilitaron la confiabilidad de la investigación, al mostrar resultados satisfactorios; y se tuvo en cuenta los principios y métodos para el tratamiento a la enseñanza del contenido en relación con la familia y la comunidad.

Palabras clave: Axiología afectiva; Comprensión de textos; Epistolario familiar martiano; Intertextualidad.

Abstract

The valves formation with the comprehension of Marti's family letters is a challenge: that is why this investigation has the goal to give a Methodological Alternative that will solve the lack of valves of dignity, fetching of love to the family and to the Patria in students of Young and Adult's Education. This enriches the teaching preparation giving new ways to the teachers to aim this process where join the Affective Axiology and the inter-text of the Marti's texts. There were taken into account the methods of the theoretical; empirical and statistical-mathematics Level-1. And to summit the designed proposal to a preliminary evaluation it was consulted the opinion of specialist and the analysis of bibliography that could make possible the reliability of the investigation showing satisfactory results and was taken into account the principles and methods to treat the teaching of the content related to the family and the community.

Keywords: Affective axiology; texts comprehension; Mart's family letters; Inter-texts.

Introduction

Martí's thought is a paradigm of the formative processes of Cuban society, hence the importance of seeking new methodologies for a correct direction of the process of understanding his texts, for the lexical and axiological-affective richness of these in the formation of students of Youth and Adult Education, as it prepares them for a healthy, cultured life; it fosters their knowledge towards our historical and family roots.

About this topic, several authors have made their studies, we can mention Van Dijk, (2000); Roméu, (2007), who with the cognitive, communicative and sociocultural approach in the teaching of language and literature, has revolutionized the teaching of text comprehension; Sales (2007); Barrientos (2011); Ortega (2017); Lubén (2019); among others, approach the text as the main core, and Martí's artistic-literary work from different points of view for its understanding and analysis of texts, and achieve comprehensive general culture, due to its humanistic character.

In turn, researchers such as Báxter (2007); Chávez and Favier (2011); Mendoza (2008, 2009) and Martínez (2010), among others, stand out, who provide assessments, ways for axiological formation in different social environments and at various educational levels. For example, Báxter (2007, 106), gives importance to the family to educate in values.

These studies are also aimed at Martí's ethical and aesthetic intentionality, but it is necessary to have another look whose perspective takes into account the social, cognitive and formative peculiarities of the different educational levels in which Cuban education is organized. And despite the achievements of such research, it is necessary to take into account the diagnosis and the individuality of the student regarding the assimilation of literary knowledge that comes from the understanding of Martí's texts.

Therefore, it becomes a challenge to form values of dignity, feelings of love for the family, for the homeland in this type of teaching, through the understanding of Martí's family epistolary and its intertextuality in students between 18 and 30 years old, with particular deficiencies typical of the social context in which they develop. This aspect becomes a need for scientific study with the proposal of a methodological alternative to solve the detected insufficiencies:

- The methods and procedures for teaching the comprehension of texts of the Marti family epistolary maintain a very traditional application.
- The understanding of the family epistolary has an end in itself, without assuming the axiological and affective function.
- The possibilities offered by Marti's epistolary family letters are not sufficiently treated from an intertextual perspective.

This allows formulating the scientific problem: How to contribute to the understanding of the Marti's family epistolary in the students of the Jesús Suárez Gayol Educational Institution for Youth and Adults?

The problem found allows us to propose as an objective: to elaborate a methodological alternative that contributes to the process of understanding the Marti's family epistolary, in the students of the VI semester of the Jesús Suárez Gayol Peasant Worker Faculty, in which the axiological-affective function and the intertextuality that underlies it are articulated.

Development

Teaching-Learning Process in Youth and Adult Education

Youth and Adult Education is undergoing constant educational changes; it is considered that there have been advances in this field, since it is a process that is simultaneous to the methodological preparation received by teachers, although it is not sufficient; Therefore, the teaching-learning of language in the last decades has been transforming by assuming the conceptions of text linguistics, such as the cognitive, communicative and sociocultural approach, conceived by Roméu (2007), who states that it is "the result of the complex process of development of new conceptions that focus their attention on the relationship between discourse, cognition and society and on the processes of understanding, analysis and construction of meaning in different contexts" (p. 8).

Therefore, the teaching of Spanish and Literature, according to Moreno (2017), "favors the interrelation with the other subjects (...) that enables their cognitive, affective-emotional, motivational, axiological and creative development, as components of a general and integrated culture" (p. 1).

Teaching process of text comprehension

It should be noted that there has been a qualitative leap in relation to the conceptions about the comprehension process. Van Dijk, (2000), defines the category text as "everything of which a reading can be made and a meaning attributed to it, including all forms of expression that man employs to emit meanings..." (p. 100).

In this case, the text we are dealing with is the epistolary text which, according to Sales (2007), "constitutes a written conversation held with an absent person, although the relationship is mediated" (p. 99). (p. 99). In this regard, other Martí's texts are related by the common axiological-affective in the language and in the communicative intention of the author.

For this purpose, the three levels of text comprehension must be kept in mind: first level, that of translation or intelligent reading; second level of interpretation; where the work with the vocabulary and the different dimensions of the language used by José Martí are taken into account. And a third level that allows extrapolation, or creative reading in which the validity is explained, discovered, exemplified and created.

The comprehension of Martí's literary text. Linguistic-literary characterization

Martí's text constitutes one of the main sources of knowledge in the Spanish language. For Barrientos (2011), it is:

A complex cultural communicative statement whose semantic, syntactic and pragmatic dimensions strategically organized, allow noticing contextuality, omnipresence and a discourse of futurity, in which the multiple intentions are subordinated to the ethical intentionality from which models of human and social growth can be assumed, as a guarantee of human and social improvement. (p. 32).

Specifically, for the study of Martí's family epistolary, a set of intertwined texts are taken, moved by a sentimental, axiological-affective intentionality, full of revelations, exhortations, advice and with an ethical and aesthetic language that, although intimate, does not lose the artistic richness of the author's style.

This collection of letters is characterized for containing varied topics, with a great load of expressiveness seen in the use of artistic resources; it shows the humility, the altruism of José Martí, attached to his family roots; bearer of historical, social, pedagogical, cultural, political and ideological values, which reaffirm the Cuban identity, and leads young people and adults to enter

into the life of this thinker: his ideas can help them to be better people.

On this subject, Nieves (2015), quoted by Ortega (2017), defines the Martí family epistolary as "a singular speech act, located in special coordinates, such as the meaning that his messages acquire for the reader outside the concrete communicative situation, due to the semantic and pragmatic lexical emphasis that Martí imprints on his writings" (p.11).

In this sense, we agree with the researcher, and it is also considered that Martí's family epistolary is the set of epistles sent by José Martí (sender), to his relatives and friends with whom he established blood relations; and those that he also received as addressee (receiver), with intimate and affective topics.

Guidelines for working with Martí's family letters

In Youth and Adult Education, as well as in High School, Technical and Professional Education, the contents of Unit 2 of the 11th grade, "Martí revolutionary writer", are deepened, specifically, the texts of Martí's family letters, which represent a valuable instrument to strengthen in the students the desired feelings and values.

However, with the implementation of the methodological alternative proposed in this research, in the VI Semester of the Meeting Course, the appropriation of values of dignity, feelings of love for the family and the homeland is achieved even more; it serves as a guide to the teacher for the achievement of the objectives to solve the shortcomings presented.

Hence, the author considers valuable the intertextual linking of Martí's family epistolary, from a methodological alternative that contributes to improve the quality of the process of text comprehension in students of Youth and Adult Education.

Sample and methodology

In order to deepen the diagnosis, it is important to refer to the factual-causal verification, carried out from an analysis of the results of the application of methods and techniques of empirical character, from which emerged the determination of potentialities and deficiencies manifested in the process of comprehension of the Martí's family epistolary in the Education of Young People and Adults. This was materialized in the study carried out in the VI Semester of the Meeting Course.

The instruments were applied having different indicators, with which it was measured that 80% of the teachers master the didactic components of the teaching-learning process of the Language; 100% consider it necessary to implement ways to improve the quality of the process of comprehension of the Martí's family epistolary texts in the axiological formation of the students. Likewise, in the interviews with the head of the Humanities Department and teachers of the subject Spanish-Literature, their mastery of the psycho-pedagogical diagnosis and the appropriation of Martí's themes in the students was confirmed; 90% of the teachers recognized that in the design of the program intertextuality was taken into account, due to its language, intentionality, and axiology. Seventy-five percent stated that the use of teaching aids is insufficient. They suggest other texts, and a more systematic use of audiovisual media.

Of the 33 students surveyed from the Jesús Suárez Gayol Educational Institution, only 36.3 % gave their concept of epistolary text. 64.7% did not know how to define it. Only 72.7% agreed with its characteristics. The 69.9 % alleged that they have studied Martí's family text in the subject of History.

Analysis and evaluation of the results of classroom observation

This instrument showed that 100 % of the teachers mastered the objectives, contents and activities executed, but there were difficulties at the time of executing them, demonstrated by the fact that in 9 activities for 50 %, the teachers did not do them according to the established requirements: (what I am going to do, how I am going to do it and why I am going to do it). And the application of intertextuality was insufficient. This shows that there was little systematicity and creativity for the activities with increasing levels of complexity aimed at a more effective learning of Martí's texts in the Teaching students, who also reflect little independence to perform the oriented tasks.

Results and discussion

Methodological alternative for the understanding of the Martí's Family Epistolary in Youth and Adult Education

In this section, the methodological alternative is presented as a practical contribution to solve the insufficiencies pointed out in the understanding of the Martí's family epistolary and its implementation in students of Youth and Adult Education, specifically in the Jesús Suárez Gayol Educational Institution. In this same order, the stages of such contribution are explained, in order

to contribute to the achievement of an axiological-affective performance according to what is proposed in this work.

This methodological alternative is based on the cognitive, communicative and sociocultural approach provided by Roméu (2007). It is divided into four stages:

Stage 1: Diagnosis and preparation: the diagnosis adjusted to the characteristics of the students is addressed; it serves as a basis for the preparatory work and performance of the teacher.

Stage 2: Planning: It is where activities are organized and planned coherently.

Stage 3: Execution: In its three stages: 1. Preparation of the group, orientation and motivation; 2. Interaction and implementation of communicative situations; 3.

Stage 4: Evaluation: The knowledge acquired through the process of text comprehension is verified.

Description of the stages

Stage 1: Diagnosis and preparation: The subsequent application of the proposal's actions is prepared, diagnosed and methodologically organized. Here it is necessary to determine the objectives and other didactic components of the class that will be taken into account.

Objectives of this stage 1: a) Diagnose the students to identify their individual differences, their educational needs; b) Determine the objectives and other didactic components of the teaching-learning process to be used, as well as the correct selection of the texts of the Marti's family epistolary for the text comprehension.

For the survey, the following moments were taken into account: (The application, the collection of information and the tabulation of the results).

I- The application. This applied instrument yields: 1) A real diagnosis of the students' levels of knowledge, as well as those of the teachers and superiors. 2) A characterization of the social environment: the school, the families and the community with the objective of taking advantage of these factors in the development of the teaching-learning process.

II- Collection of information 1) Regarding the level of knowledge, the diagnosis should reveal the mastery of comprehension strategies, and the level of comprehension of the students in terms of skills. 2) Regarding the social environment, the teacher should be informed about the environment surrounding the student in all aspects.

III- Tabulation of the results. Once the information is collected, the results are tabulated, and it is analyzed how to take this knowledge to the student through his readings and experiences. This is where the communicative situations and the types of evaluations to be applied are conceived. The results of the diagnosis are shared with other teachers, where the group guide is present, so that they can give suggestions, and can engage them in this formative task.

Stage 2: Planning

The purpose of planning is to organize and plan the activities. In this stage, the teacher consults documents, bibliographies; files contents, reads the methodological guidelines of the grade, the textbook; exchanges ideas with other teachers; selects methods, texts and intertexts; resorts to previous knowledge, to everything that can enrich the content and motivate the students.

Texts from Martí's family letters and others that establish the intertextual connection.

The fragments of Martí's family letters as sender collected in the research process constitute a source in the axiological-affective formation of the students, as suggested by Medina et al. (2007). The selection of García (2005), where José Martí is the addressee, is also taken into account, which is used to apply intertextuality.

In this sense, for the understanding of Martí's family epistolary, the teacher conceives different forms of organization of the teaching-learning process; this enriches it more and does not adjust only to the class hours conceived by the program, but will take advantage of several spaces and commemorative dates to apply this methodological alternative.

These forms of organization can be: interdisciplinary literary appreciation workshops, literary gatherings, debate and reflection sessions, contests. Although the most important thing is that the student learns in a fun, comfortable way, various forms of evaluation can be used, even stimulating some students by giving them books related to Martí.

Stage 3: Execution

The objective of this stage is to apply the planned activities, taking into account affective axiology and intertextuality, in the different forms of organization of the teaching-learning process. The comprehension of texts will be motivated through specific actions, relating it to the other functional components of the language, with it as a priority. Execution has three moments: 1)

Preparation of the group, orientation and motivation; 2) Interaction and implementation of communicative situations; 3) Control.

First moment of the Execution: Preparation of the group, orientation and motivation.

The teacher orients and motivates the students towards the objective of the task, reflecting on the content, the skills to be developed and possible solutions to reach the goal.

Here they take the opportunity to inquire about José Martí's biographical data and the historical events that conditioned Martí's family correspondence; what Leonor Pérez, his mother, means to José Martí. **The search for key words.**

Second Moment of the Execution: Interaction and implementation of communicative situations In this moment a playful and motivating environment is created, by means of communicative situations that favor the comprehension of the Martí's family Interaction epistolary. The teacher during his preparation and planning will have conceived the intertextuality where he articulates it with the axiological-affective.

Example of the implementation of communicative situations

Interdisciplinary Literary Appreciation Workshop

Title: I bring letters

Topic: Reading and comprehension of José Martí's letter to his mother, dated March 25, 1895, seen from an intertextual perspective.

Objective: To infer the ideas expressed in José Martí's letter to his mother dated March 25, 1895, through intertextuality, in order to develop values of dignity, feelings of love, tenderness for the family and the homeland.

Method: independent work and creative reading.

Procedures: Silent reading, commented reading, creative reading; dramatization to motivate; literary analysis, oral reading, creative reading, the debate, questions and answers, comparison, explanation; functional discursive; group dynamics.

Media: Cards with fragments of Martí's letters folded inside envelopes. Martian Notebook III.

Other means such as the blackboard; the television to project the song Mother Look at me.

Values to be formed: Value of dignity, feelings of love to the homeland, to the family.

Place: In the classroom where one or two members of the family are invited and an art instructor where interdisciplinarity is applied.

Didactic function: treatment of the new subject.

Content: inference strategies.

Prioritized component: text comprehension.

Subordinate components: analysis and construction.

Form of presentation

The teacher motivates the class, selects a student who dramatizes a letter carrier with his whistle, who delivers some of Martí's family letters, especially those of the program; the student who receives it will represent the addressee.

Thus, each one will open the envelope, read his letter, and identify with the ideas, advice and sentences that appear in them. At this moment the process of understanding the text of the Letter to his mother dated March 25, 1895, found in the Martian Notebook III, page 200, which is the selected one, begins; and the others are kept. The student will read the comprehension questions on the back. In this communicative situation the letter carrier directs the questions; the other students will follow the reading in silence.

TEXT No. 1

Letter to his mother

Montecristi, March 25, 1895

My mother:

TODAY, March 25, on the eve of a long journey, I am thinking of you. I unceasingly think of you. It hurts, in the anger of your love, of the sacrifice of my life; and, why was I born of you with a life that loves sacrifice? Words I cannot. A man's duty is where it is most useful. But with me goes always, in my growing and necessary agony, the memory of my mother.

Embrace my sisters, and their companions; may I one day see them all around me, happy for me! And then I will take care of you with care and pride. Now, bless me, and believe that no unmerciful and unclean deed will ever leave my heart. The blessing.

Your

J. Martí

I have reason to be happier and more confident than you can imagine. Truth and tenderness are not useless. Do not suffer.

Comprehension questions on the back of this letter

I-a) Fill in the blank: Who is this?

The sender _____; the addressee _____

b) What do you know about both of them?

c) What has the sender expressed to his mother?

d) In what historical circumstances did he write this letter?

e) What is the author's communicative intent?

f) Apart from the responsibility he had on his shoulders, what people did José Martí care about?

It is time to use a video clip made for all mothers, background of the Cuban TV soap opera "El rostro de los días" (The face of the days).

II-a) For the intertextuality with José Martí's letter of March 25, 1895 to his mother, listen to this song, "Mother Look at me", inspired by the letter-poem, signed on August 28, 1870, by prisoner 113 of the First Brigade of Whites of the Royal Prison; which has been the subject of the Cuban television soap opera The Face of the Days:

TEXT 2

"When you speak to me, the angels perch / like tender butterflies with crystal wings / when you laugh, the universe seems / as simple as a verse / taking flight / when you cry, the world saddens / the sky languishes here inside me / I walk by your hand / and every light I turn on becomes a sun / I walk by your hand / and every light I turn on becomes a sun / I walk by your hand / and every light I turn on becomes a sun / I walk by your hand / and every light I turn on becomes a sun.

CHORUS: Look at me, mother, and for your love/ Don't cry/ If slave of my age and my doctrines,/ Your martyred heart I filled with thorns,/ Think that they are born among thorns/ flowers.

b) What sensation do you feel when you hear José Martí's words set to music in the refrain?

d) What is the difference between this text and the farewell letter previously read?

e) These verses provoke in me: Longing for my family___; Love for my homeland ___; Optimism___; Hope___; Anguish___; Disappointment___.

a) Martyr's heart refers to: ___A waiting mother; ___A despondent heart; ___A heart sacrificed for the sake of the homeland.

Teacher Action: For intertextuality, the teacher uses an audiovisual medium for the students to listen to the selected song, and then establish the intended communicative situation, to stimulate the students and pleasantly set the mood of the space.

Third Moment of the Execution: Control: In this stage, although the debates and reflections are being established, the teacher controls the fulfillment of the objectives, and ensures that the educational needs observed in the diagnosis are solved.

Stage 4: Evaluation. This is where the different types of evaluations are applied, those chosen by the teacher: self-evaluation, co-evaluation and heteroevaluation, among others. In this case, it is suggested to the teacher to start from self-evaluation and ask the students which parameters they would take into account to provide their personal evaluations on the topic addressed. Since the teacher divided the classroom into small groups, he took advantage of the opportunity for the subgroups to evaluate each other and in a general sense, thus applying co-evaluation and heteroevaluation.

Effectiveness of the proposed didactic alternative and the foundations that support it.

Qualitative research methods were used: specialty criteria, socialization workshops and in-depth interviews.

Results of the specialists' criterion

The indicators contained in the questionnaire applied to the specialists were aimed at assessing: scientific level and topicality of the subject under investigation, operational feasibility, fundamentals, and practical usefulness. The specialists recognized a high theoretical level, the conceptual and practical relevance of this research.

Evaluations offered in the socialization workshops

In order to evaluate the results in correspondence with the context in which the research was carried out, socialization workshops were conceived so that the teachers could contribute their considerations on the proposed methodological alternative.

A workshop was held with the teachers of the Humanities Department of the Institution; another one called II Workshop Angelina Romeu In Memoriam; a socialization workshop was held in the international online events of Educaf5: "Education, Science, Society and Research", in which its validation was suggested; also in the "I International Workshop on Primary Education: Challenges in the 21st Century, EduPrim 2022. New post-pandemic educational context.

Assessments offered in the in-depth interview

The following professionals were interviewed in this qualitative modality: the provincial teaching methodologist, the head of the Humanities department of the Jesús Suárez Gayol educational institution and its principal. All of them have a recognized trajectory in teaching. In their considerations, they recognized the methodological contribution made to the work with the Martí's family correspondence, the theoretical richness of the proposal, the fact of considering not only the deficiencies but also the potentialities in the diagnosis. They also considered that this methodological alternative brings the school closer to life.

Conclusions

The proposed methodological alternative contributes to improve the quality of the understanding of texts of the Martí's family epistolary in students of the VI semester of the Jesús Suárez Gayol Youth and Adult Educational Institution, in which the axiological-affective function and the underlying intertextuality are articulated. This benefits the methodological work in the preparation and orientation of teachers; social agents are involved in it, since with the III Perfectioning we want the school to be more like its community.

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