



Actividades extra docentes para la comprensión lectora en la profesión

Extracurricular activities for reading comprehension to motivate towards the profession

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Recibido: 4 de diciembre de 2021

Aceptado: 12 de mayo de 2021

Resumen

La lectura es indispensable para poder comprender textos escritos sobre todo en la actividad de aprendizaje donde se convierte en el canal que abre paso a la adquisición del conocimiento. Muchos expertos señalan que, si la lectura se realiza con la motivación debida desde el punto de vista psicológico, hace que el estudio sea mucho más atractivo e interesante. En este sentido, la investigación que se presenta tiene como propósito motivar hacia la lectura de textos de la profesión en el nivel educativo Técnico y Profesional en la especialidad de Agropecuaria, y para ello, se presentan actividades extra docentes para la comprensión lectora que serán instrumentadas en los turnos de repaso de la asignatura Español-Literatura.

Palabras clave: Comprensión lectora; Lectura; Actividad; Actividades extra docentes; Educación Técnica y Profesional

Abstract

Reading is essential to be able to understand written texts, especially in the learning activity where it becomes the channel that opens the way to the acquisition of knowledge. Many experts point out that if the reading is done with the proper motivation from the psychological point of view, it makes the study much more attractive and interesting. In this sense, the research that is presented has the purpose of motivating towards the reading of texts of the profession in the Technical and Professional educational level in the specialty of Agriculture, and for this, extracurricular activities are presented for reading comprehension that will be implemented in the revision shifts of the subject Spanish-Literature.

Keywords: Reading comprehension; Reading; Activity; Extracurricular activities; Technical and Professional Education

Introduction

The Model of Technical and Professional Education aims at the integral formation of the student on the basis of an Integral General Culture, for which the insertion in the curriculum of language and literature contents on the basis of the processes of comprehension, analysis and construction of meanings as didactic and methodological support are valuable elements for the development of the communicative competence and the integral general culture that is pursued.

However, the purpose is not always fulfilled with the required quality, hence in educational practice it has become evident the need to continue to deepen in how to motivate reading comprehension as a fundamental way to achieve the culture to which we aspire in Technical and Vocational Education (TVE).

The need for reading requires that it be assumed in a conscious manner so that it becomes meaningful, for that reason, it should be facilitated, induced and stimulated by various means, if one takes into account the profound transcendence and imprint it leaves on the intelligence and spiritual growth of individuals, in the professional qualification.

It is recognized by several researchers the relevant role that reading has within the reading comprehension process, (Aponte, 2008; Colomer and Camps, 1992; Dubois, 1991; García, 2003; Loayza-Maturrano, 2022; Peña, 2000; Robsenblatt, 1996; Sandín, 2003; Smith, 1997 and Solé, 1992), emphasize the importance of the act of reading as indispensable elements to be able to decode the codes of the text's issuer. The authors of the research also note that if reading is done with adequate motivation, learning can become meaningful and practical for life.

At the TVE educational level, it becomes much more necessary because of its purpose, hence the teacher's work must take advantage of every opportunity to influence the training of students through motivation and interest in the profession, in this sense, all subjects of the curriculum must contribute to the graduation of an intermediate technician capable of performing successfully in society.

However, the potential of the act of reading to motivate towards the profession with the comprehension of texts of their specialty is wasted. In the review of visit reports, indirect observation and learning evaluation reports, it was found that:

- The teacher does not always use activities for reading comprehension of texts of the specialty of agriculture and livestock.

- The use of messages left by reading and the expression of opinions on certain actions to motivate towards the profession is insufficient.
- The use of communicative situations from the reading of texts that favor the professional output of the content and the educational work is limited.

The above limitations allow determining as problematic the motivation of the profession in the specialty of agriculture and livestock through the process of reading comprehension, hence the objective is to elaborate extracurricular activities for reading comprehension that motivate towards the profession of the agricultural technician.

Development

Approaches to the theoretical elements of the investigation

Reading comprehension has been associated with several aspects, among which the following stand out: comprehension levels, steps or algorithms for comprehension, and the skills that comprehension develops. In this sense, Solé (1992) states that "the reader is an active subject who processes the text and brings to it his or her previous knowledge, experiences and schemes" (p. 14), Robsenblatt (1996) refers that the reader and the text establish a series of transactions to reach comprehension. On the other hand, Sandín (2003), states that: "within the reading comprehension process, the voice of the participants, their experiences, attitudes, beliefs, thoughts and reflections, as expressed by themselves, is necessary" (p. 121).

García (2003) addresses the need to "actively involve the different social agents to achieve a positive change in behavior that contributes to the improvement of the analyzed action itself" (p. 227).

Mañalich (1999) specifies:

To know how to read is, for many, to know words, phrases and texts graphically presented and translated into words. To know how to read is to have acquired a technique that does not present value and interest; if the person who knows how to read does not understand what he reads, then he has not read well. (p. 15).

The cited authors coincide in recognizing the value of reading and express its complexity when referring that it goes beyond the simple recognition of signs and sounds and that it possesses several influences that facilitate the decoding of the messages of the text by the reader.

The term comprehension has been a recurring theme in pedagogical, literary and linguistic work. From the semantic point of view, understanding has among its meanings: to penetrate, to conceive, to discern, to decipher, and to decipher. Hence, it is understood as an intellectual procedure, which means to grasp the meanings that others have transmitted through images, sounds, colors, movements; this is a mechanism of interaction: writer (sender)-reader (receiver); the former has a communicative intention and the latter needs to decode it.

The process of understanding a text anticipates possible interpretations that are the result of knowledge and cognitive operations of various kinds: the knowledge that the reader brings with him, which is the result of his vital experience of life, and the knowledge contained in the text. These enter into a complex process of relationship so that the reader can elaborate "the fabric of meanings" that constitutes comprehension.

Dubois (1986) states that "(...) reading is a process of interaction between thought and language; comprehension is the construction of the meaning of the text by the reader" (p. 46).

Parra (1991) states that the reading process implies a transaction between the reader and the writer through the text. In the reading situation, the three elements of the communicative act are: the author who constructs a meaning and expresses it with language, by producing a printed text; the reader who constructs meanings from texts in the absence of the writer; and the object of the transaction, which is the printed text. The author and the reader not only transact with the object, but also with the cultural and social environment and with their own conceptual schemes.

In all this process, the motivation with which the reader reads is important, since he/she will have more possibilities to train his/her intellect.

According to Solé (1992): "a reading activity will be motivating for someone if the content connects with the interests of the person who has to read and certainly if the task itself responds to an objective." (p. 36)

In this sense, it is noted that the reading of texts related to the profession can be attractive in Spanish-Literature classes at the educational level of TVE due to the marked interest of students in the profession.

Porro and Báez (1984) refer to reading as a practical activity and state:

Reading, as an integral activity, should pursue three fundamental objectives:

1. Obtaining information
2. Penetration into the meaning and understanding of the author's purpose.
3. Creative contribution in its realization

These three purposes are gradually achieved during the development and systematic practices of reading through the levels of education. It is obvious that the level of intellectual demand must be in consonance with the development and maturity reached at each stage. (p. 9).

From the previous approaches, it is evident the need to motivate towards the reading of the texts of the profession for the social interaction of the agricultural technician in his performance.

Initial state of motivation in the process of reading comprehension of texts on the profession of the agricultural technician

In order to know the initial state of motivation in the process of reading comprehension of texts about the profession of the agricultural technician, a population of 240 students, 15 guiding teachers, four teachers of Spanish-Literature, six heads of departments and four members of the board of directors of the Polytechnic Institute of Agriculture and Livestock Manuel Simón Tames Guerra were taken. The sample was represented by 60 students of group 2 of the Agricultural and Livestock Department, two guiding teachers, four teachers of the subject Spanish-Literature.

Several methods of the empirical and mathematical-statistical level were considered under the direction of the following indicators:

- Level of motivation towards reading texts about the profession.
- Inclusion of activities for the professional output of the content.
- Didactic-methodological preparation of teachers for motivation in the process of reading comprehension of texts about the profession.

The diagnosis made it possible to arrive at regularities and to determine the insufficiencies and strengths. A summary of the results revealed the following:

- The potentialities offered by the content of the subject Spanish-Literature for the professional output and the promotion of the reading of texts on the profession are not taken advantage of.
- A survey of 30 students revealed that 53.3% (16/30) like to read We are Young magazine (Somos Jóvenes), adventure books, novels and preferably show a marked interest in texts related to their specialty.
- 75% (6/8) of the teachers interviewed consider that there is not enough preparation and clarity to contribute to the motivation in the process of reading comprehension of texts about the profession.
- The realization of extracurricular activities that stimulate the reading of texts about the profession with the students is recognized as only sometimes carried out 37.5% (3/8) and in other cases it is null 25% (2/8).

The results of the diagnosis corroborate the need for the proposal presented.

Basis for the proposal: extracurricular activities

From the positions of the theory of activity and supported by scientific criteria, Montaña and Abello (2015), conceive activity as:

The system of human doing by means of which people act on objects with the purpose of obtaining some result. (...) The concept applies then to the whole individual or collective organization of behaviors oriented towards a purpose, in which the interactions of the individual with the environment are inscribed. Activities are distinguished according to the purpose around which they are articulated, (...) Every activity pursues a purpose and has a motive. That motive "stimulates the activity", which has its origin in the social conditions in which it is developed and which allow the growth of the people who participate in it.(Montaña and Abello, 2015, p. 4).

Labarrere and Valdivia (1988), retake the importance of extracurricular activities, focusing on their definition, characterization, standards, principles and requirements for their execution and conception, which were taken into account in the design of the proposal.

In this sense, they define extra class activities as those that.

"(...) encompasses activities organized and directed to educational and instructional objectives that the school carries out with students, and allow for the rational use of free time. They directly influence student learning in accordance with the contents developed by the different disciplines (Labarrere and Valdivia, 1988, p. 149).

The extracurricular activities were planned to be developed within the educational context, to be inserted in classes and other extracurricular activities, as one more exercise that favors the achievement of the proposed objective.

The purpose of the activities is to motivate the reading of texts about the profession based on the students' preferences.

Teachers can use the algorithm for text comprehension offered in the book *About Spanish Language and Literature Teaching*, compilation by Angelina Roméu Escobar, page 123-125. Article: "The treatment of functional components: comprehension, analysis and construction of texts" where it is stated that:

The basic sequence for the treatment of compression (auditory or reading), without constituting an inflexible scheme, comprises:

1. Perception of the text (listening or reading).

Recognition of key words.

3. Determination of the semantic nuclei or main ideas.

4. Application of the comprehension strategy.

5. Comprehension of the text attending to the three levels: translation, interpretation and extrapolation.

6. Summary of the meaning of the text by means of different techniques: construction of paragraphs, synoptic tables, diagrams, etc.

The proposal pursues the following general objective and the following specific objectives.

General Objective:

To contribute to the systematization and deepening of the reading comprehension of professional texts taking into consideration the theoretical and methodological postulates of current cognitive, communicative and sociocultural approach.

Specific objectives

Vol.8, No.19, enero-marzo, año 2023

- Appreciate the cognitive and ethical values provided by professional texts for the preparation of the agricultural technician.
- To express through the interpretative-valuative exercise the message of the selected professional texts.
- To consolidate reading and comprehension habits.
- To promote education in the formation of values and in the political and ideological preparation.
- Raise the knowledge about the agricultural technician's profession.

The activities are structured in title, objective and methodological guidelines. Four activities were elaborated to be introduced in the first year of the Agricultural specialty, in the shifts of Integral Practice of the Language or in the shifts of revision.

Presentation of the activity to be modeled

Title: My profession

Objective: to analyze fragments of selected texts from the book General Zootechnics 1ra parte through reading and comprehension, this will favor the development of language skills and motivation towards the profession.

Methodological orientations

The teacher guides the students to visit the center's library to copy the text related to the specialty of the book Zootecnia General 1st part. They are emphasized the moment in which the activity will be reviewed and its importance. They will also be given the thematic axis so that they can correctly select the text according to their interest: The axis is "Production".

The teacher will previously make the coordination in the library of the center to disclose and invite students to participate in the meeting.

It is necessary for the teacher to have on cards or printed the selection of fragments to be used, for example, these could be some of them:

Fragment 1 "The production of meat, in addition to supplying the direct consumption of the population, is industrially processed salted, frozen, in the form of sausages, etc. In addition to its

processing, a series of sub-products are produced that are also important for humans, such as hides, skins, fats, oils, fatty acids and derivatives, ornamental products, fertilizers, animal feed, etc."

Fragment 2: "Milk production constitutes a direct consumption food of high nutritional value, and is also used for the manufacture of other industrial products such as cheese, yogurt, butter, caffeine and lactose, among others."

Fragment 3: Modern products used against pests and diseases are highly toxic, and very small doses are sufficient to obtain the expected results. These products must be applied uniformly over large areas, which require the use of sophisticated machinery and the necessary knowledge on the part of those responsible for application.

The activities for the comprehension of the text can also be carried on cards or written on the blackboard.

The group can be divided into teams to make the space more useful.

The following questions can be used for the comprehension of the texts:

Conduct a pre-reading of the text.

For text 1

After reading the fragment, answer the following questions:

- Look up the meanings of the unknown words.
- How is meat industrially processed?
- What is the importance for mankind of consuming the by-products that originate from meat?
- As agricultural technicians, what should you do with the animals to obtain good meat production?
- If you were to meet with people who irrationally abused animal by-products for their commercialization, what would you do? Suggest 4 immediate actions you would take.

For text 2

Read the text carefully.

- Look up the meaning of the words: caffeine and lactose.

- What communicative value does the first nominal predicate used bring to the text? Explain its structure.
- In what tense and verb mood is the verb form constituted? What value do these grammatical accidents contribute to the context in which it appears?
- Extract from the text the word that has the synonym manufacture or elaboration of a product. Classify it by its prosody and explain why it is tilde.
- What is milk used for?
- What tasks must you perform as an agricultural technician to obtain quality milk production?
- If you had the opportunity to explain why milk production has a high food value, what reasons would you give? List them according to the level of importance or priority they acquire.

For text 3

- Read the following text carefully and then answer:
- Look up the meaning of the unknown words.
- According to the text what are modern products used for.
- Although modern products are necessary what do they contain.
- How should these modern products be applied and what does their application require?
- From what you have learned in the profession, what other natural products can be used to control plant pests and diseases.
- If you had to explain to others why modern products are used to control plant pests and diseases, what would you tell them? Keep in mind the responsibility in their application.

Assessment of extracurricular activities for motivation in the process of reading comprehension of texts about the profession of agricultural technician.

For the evaluation of the implementation of the extracurricular activities, the specialty criteria and student survey methods were used, using the same sample and the same indicators as for the diagnosis, and a summary made it possible to know the pertinence of the proposal on the basis of:

The proposal of extracurricular activities is interesting for inclusion within the subject Spanish-Literature.

A link is achieved with the subjects of the agricultural technician's specialty based on the relationship between intersubject.

They are considered quite adequate due to their practical usefulness.

They are effective to improve the quality of the formative work of 1st year students of the specialty in Agriculture and Livestock.

It is pertinent, since it facilitates motivation and promotion towards the reading of the texts of the profession that contributes to their professional preparation.

They are very appropriate in the methodological order as they become exercises to improve teaching and increase motivation towards the profession.

They are used as reference material for the work with other specialties of the polytechnic schools as they become a model for new activity designs.

Conclusions

The approach to the theoretical elements of the research allowed the systematization of the fundamental concepts on motivation in the process of reading comprehension of texts on the profession of the agricultural technician. The characterization of the current state of motivation in the process of reading comprehension of texts on the profession of the agricultural technician revealed the need to elaborate extracurricular activities to solve the scientific problem detected. The proposal of extracurricular activities was based on the foundations of the didactics of Spanish Language and Literature and on the theory of activity in the pedagogical process. Its practical implementation corroborated its practical usefulness, scientific rigor and pertinence, as well as its incidence for the formative work of technical students in agriculture and livestock.

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