

Literatura local y docencia *Local literatura and teaching*

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Resumen

El estudio de la literatura local constituye una temática de importancia para la formación de la identidad cultural de una nación. La investigación tiene como propósito incidir en la defensa de las tradiciones culturales mediante la inclusión de la literatura local en el currículo del nivel educativo Preuniversitario dentro del proceso de enseñanza-aprendizaje de la asignatura Español-Literatura, como una de las prioridades del nuevo perfeccionamiento educativo en Cuba. Se realiza una búsqueda histórica de las principales fuentes periodísticas que en diferentes etapas han promovido y divulgado el talento artístico y literario baracoense en el género lírico como una muestra representativa de autores de la localidad. El diagnóstico realizado a docentes y educándose evidenció insuficiencias en la inserción de la literatura local en el proceso de enseñanza-aprendizaje y desconocimiento de la obra de escritores locales. Se propone un estudio histórico y actividades para su tratamiento.

Palabras clave: Literatura local; Lírica; Análisis literario; Periódico; Cultura identitaria; Baracoa.

Summary

The study of local literature is an important topic for the formation of a nation's cultural identity. The purpose of this research is to influence the defense of cultural traditions through the inclusion of local literature in the curriculum of the Pre-university educational level within the teaching-learning process of the subject Spanish-Literature, as one of the priorities of the new educational improvement in Cuba.

A historical search is made of the main journalistic sources that in different stages have promoted and divulged the artistic and literary talent of Baracoa in the lyrical genre as a representative sample of local authors. The diagnosis made to teachers and educators showed insufficiencies in the insertion of local literature in the teaching-learning process and lack of knowledge of the work of local writers. A historical study and activities for its treatment are proposed.

Keywords: Local literature; Lyric; Literary analysis; Newspaper; Identity culture; Baracoa

Introduction

Today's world is characterized by unipolarity and globalization at all levels. The Cuban cannot live behind the back of this international context, in this regard (Castro, 1998), warns about the ideological struggle around the defense of national identities that was coming, hence he asserts the need to prepare students in this order as part of the battle of ideas.

Contextualizing this doctrine, it is the teacher's duty to ensure that students master universal and local history, which is why the documents issued at the last preparatory meeting of the school year (2022-2023), ratify the need to enhance the knowledge of Cuban history with emphasis on local history. The educators emphasized that the fundamental space to contribute to this purpose is the classroom as an indispensable link to promote values, culture, knowledge, ideology, among others.

These arguments denote the relationship between culture and education, its essence and scope. The first as cultivation, and in fact sowing, is linked to the second as an integral process of human apprehension. This shows that as countries and Cuba, in particular, evolve, culture acquires national and local connotations, so that the particularities of each people, region, locality, appear in the ways of being and feeling, become an expression of customs, traditions, social and family relationships, habits and living conditions, which would be a chimera in time if it is not treated from the teaching-learning process at different educational levels.

In this sense, the current trend at the pre-university level to strengthen the teaching-learning process, with a system conducive to the preparation of man for life, where he has to creatively solve the daily problems he has to face, with efficiency and quality, can be clearly glimpsed.

It is then, for the current Cuban pre-university educational level, an imperative to ensure the quality of the teaching-learning process within a unified system where the center of this challenge is the need to reinforce within the content the treatment of national and local characteristics, customs, traditions and idiosyncrasy as part of the programs of the subjects and improve the methods and techniques that favor their study, in line with the rapid advances occurring in society.

In view of these circumstances, the Ministry of Education in Cuba proposes a new improvement, which among other aspects, includes the study of local literature at all educational levels, and in all grades. It is also connoted that this process includes significant changes of renovation to reinforce the learning system that is capable of stimulating the learner, of challenging the intellect, of achieving the integration of knowledge and the development of varied capacities and skills, where science, technology and the current world force a lifelong learning and for life in terms of mastery of local culture. However, this is an aspect that must continue to be improved in educational theory and practice.

This is so, if we start from an initial diagnosis, carried out in the pre-university of experiment Salvador Pascual Salcedo, in Baracoa, where the empirical methods were applied: survey, interviews, pedagogical test, classroom observation, methodological activities, as well as department meetings and preparation of subjects.

The tabulation of the applied instruments revealed that there are insufficiencies such as: deficiencies in the preparation of teachers for the treatment of local literature in the teaching-learning process of the subject Spanish-Literature, scarce work with intertextuality as a way for the insertion of local literature, limited knowledge about the writers of local literature.

These arguments lead to declare the following scientific problem: how to promote the treatment of local literature in the twelfth grade? And it is declared as Objective: to elaborate a synthesis of the historical trajectory of local literature in the Baracoa municipality of Guantánamo province, which includes didactic activities for the work with local literature in the Spanish-Literature program of twelfth grade from the intertextual relationship.

Development

Perspectives for the treatment of local literature

The treatment of local literature, as an alternative for students to appropriate the core knowledge of the level, and at the same time strengthen native feelings and values, is an aspect that has been little addressed by the humanities department.

In line with the above, different researchers have made an effort to contribute to the treatment of local literature at different educational levels. On the subject, the teacher Illas (2017), who contextualizes the use of local-regional literature in the circuit of literary education, dabbles.

López (2017) contributes a program of literary activities for the knowledge of local literature of basic secondary level learners, while Ccolqqe (2018) and Solano (2019), and argue the importance of local

literature in the area of Communication of fourth grade learners of the advanced cycle, as well as the relationship between regional literature and cultural identity in educational institutions.

For his part, Sánchez (2019) addresses the local versus the global in Latin American narrative of the 21st century.

In Cuba, Rodríguez (2000), offers an alternative for the use of local literature with an interdisciplinary approach in Basic Secondary Education; and Barbán (2021), bases the text-context relationship as an alternative for the study of local literature.

In general, valuable contributions have been made on the treatment of local literature in different regions and contexts, which denotes the importance of the topic in terms of developing autochthonous and identity values, aspects that the authors assume and deepen if we take into account the rich cultural values and traditions that have identified the First Village of Cuba, since its creation and that today shows a certain level of deterioration.

Consider also that, being the first in time; it has inspired writers, troubadours and other artists, both foreign and local, whose contributions are not sufficiently taken advantage of in the teaching-learning process of the subject Spanish-Literature. Hence, the authors of this research sustain the criterion that in spite of the efforts made; the treatment of Baracoa's local literature is still insufficient based on the potentialities offered by the pre-university level programs.

Likewise, the relationship offered for the study of literature between literary history, literary theory and literary criticism is noted. In this sense, it is considered that in order to achieve intertextuality as a didactic resource to introduce local literature in the twelfth grade program, three elements are needed to proceed:

1. To carry out the historical record of the trajectory that has had the ideo aesthetic production of poets of Baracoa, which facilitates a chronology of appearance of poets, sources where they published, selection of the most representative poems.
2. Location of the poems and poets according to the themes, which according to the school literary canon, in twelfth grade are object of study in the curriculum.
3. Characterization of the context where local literature is produced, access and contact of teachers and students to the sources where information about poets and their productions appears.

Taking into account these three elements, a synthesis of the historical trajectory of local literature, lyric genre, in the municipality of Baracoa is made.

The lyric in Baracoa: approximations to its historical legacy from the information sources

The lyric genre, as the maximum exponent of the most intimate feelings of the author, favors that through the diverse attitudes manifested by the lyric speaker, the surrounding reality is valued. In the

case of the lyric in Baracoa, the highest values of the first Villa founded in Cuba are collected, where it is highlighted as fundamental thematic, the cult to the natural landscape and its geographical accidents that undoubtedly make of this city, a singular place in the Antillean island to possess in its interior, in a peculiar way in the vegetation, relief, climate, soils, hydrography, biosphere, endemic and autochthonous characteristics that attract those who come to know it.

The ideo-aesthetic production of the poets of Baracoa was marked by all the historical, social and cultural events in which they made their artistic creation. It is valuable to note that the cultural heritage of the lyric in Baracoa in the years 1881-1959, is collected in the city's archives, which favors the recognition of the value of the press and its influence in the local literature when compiling the works of the writers. This compilation is contained in local newspapers, from 1881 to approximately 1950.

In the years 1881-1959, the press in Baracoa was dedicated to highlighting economic, political, social, gastronomic, agricultural, educational and cultural issues. Likewise, public figures were connoted in the topics referred to.

In the newspapers of the neocolonial period, in more than 100 newspapers that Baracoa had, they emphasize economic, political and social, personalities of these spheres that stood out allowing the commercial, gastronomic, agricultural, educational and cultural development of the town. In the political sphere, the work of the councilmen, intendants, mayors and of the counties was concentrated in the different social strata of the time, which brought about the development of some communities, while others remained in poverty.

In the commercial and gastronomic spheres, textiles, bars, leather shops, shoe shops, the production and export of bananas, coffee and coconuts stood out. We cannot fail to mention the preponderant role of women with their emancipation in society. All of the above was a source of inspiration for poets, national and local writers, whose artistic, cultural and identity value has been little recognized in this locality.

These arguments also corroborate that the press was the main promoter of culture in Baracoa. In the case of literature, the press dedicated a page where poets that reached relevant connotation from the local to the national level are recognized, such as: Manuel Pablo Borges Navarro and Jacinta Castro with the pseudonym of María Fabiola, from her we can find the poem "Gypsy". In this way we can find: Regino Eladio Boti, Nicolás Guillén; "Puente", Juana de Ibarboru, Stefan Zweig, Angel Latoison, Gabriela Mistral; "Maestra rural", Gloria de la E. Borges; "Mi escultura", Alejo Carpentier; "Canción", Carlos M. Castilla; "Baracoa" and others.

Also the publicity to the diverse cultural manifestations was made explicit, example of it: "Las Verbenas", traditional and renowned parties that were developed in the Martí Park fundamentally, in

which, the mayor's office of the city made known the monetary collection and the expenses that represented the accomplishment of these activities.

In the study carried out, it was possible to reaffirm, in addition, that they made known to their readers poems, letters, fables in which their writers, with a sense of belonging and commitment, dedicated their beautiful poems and verses to the land where they were born, leaving behind all kinds of racial, social and ethnic prejudice.

In these poems, the writers describe nature and have the woman as a representation of the superior beauty that condenses in it all the others, which serves as a crown and symbol reflecting the beauty that is born in the perfections of the form with the reflection of the feeling.

In the weekly magazine "The Struggle, published on August 20, 1956, an article by the writer Santiago Cardoza Arias is announced, entitled Fixing worlds, on the wrong road, the author describes the human being acting in his environment and compares him with the cavemen, although civilized, but backward in time. He criticizes the times he lives in, tinged with selfishness, intrigue, hypocrisy and lack of love, confessing the dehumanization of man. He calls for reflection on the consequences of World War II, its aftermath on humanity and the loss of sensitivity of human beings towards their fellow men, showing indifference to the existing problems.

In the same edition of the weekly, two love poems are published, the first one entitled "What could you care?", by "The Count de Laredo" and the other poem "He will be back, by the Cuban Arturo Pita Rey. In both, the writers show their unconditional and self-sacrificing love of true lovers and feelings for the female beauty of Baracoa. In this press organ, the writer Arturo Pita Rey publishes in one of its pages on February 13, 1956, the poem "My town" in which longing and nostalgia surround him remembering his beautiful city.

The local literature in Baracoa has a rich poetic creation, which is preserved thanks to the fact that it was disseminated by the different existing journalistic sources that are part of the municipal archive. Its themes revolve around the commemoration of dates and relevant historical events of the patriotic history, the beauty of the Baracoan woman, the denunciation of social evils, geographical fatality, slavery, cultural and environmental riches. In general, diverse cultural and identity aspects that typify and make the inhabitants of this majestic Villa proud.

However, the educational practice shows that these potentialities of the local literature are not taken advantage of in the teaching-learning process of the subject Spanish-Literature, which allows the strengthening of the knowledge system of the students, in close relation to the universal cultural values with those of the local population.

In an analysis carried out by the authors of this research, especially in the exercise of the main author's profession as a twelfth grade teacher, it was possible to notice the intertextual relationship that could be implemented as a didactic procedure to introduce in the literature classes of this grade the poems of poets from Baracoa.

Intertextuality becomes important in the process of analysis of literary texts, since several scholars refer that it is manifested in the associations that move the memory as an interactive, reflexive exercise.

Sales (2004) defines it as "the relationship that can be established between the content of two or more texts (literary works) either by the same author or by other authors, as well as the form used in them" (p. 89).

Hernandez et al. (2011), states that "it consists of a concrete inclusion of a unit of a text in another text, within which it performs semantic and artistic functions generally different from those it had in the original text. It is a condition inherent to every text" (p. 40)

Sample and methodology

The Salvador Pascual Salcedo Pre-university Educational Center is located in the urban area of the city of Baracoa. It has a staff of six teachers of the subject Spanish-Literature and an enrollment of 118 students in twelfth grade in the 2021-2022 school years. For the realization of this task, 59 students were considered as part of the sample, which represents 50% of the population and its selection was intentional, taking into account that the author of this research teaches the subject in the selected groups, in addition to six teachers of the subject Spanish-Literature of the different grades of the pre-university educational level, the rest are key informants such as: department coordinators, municipal coordinators of the pre-university educational level, as well as local writers.

It has been possible to characterize the initial state of the work with local literature from the lyric genre in the pre-university educational level in the twelfth grade in the Salvador Pascual Salcedo educational center, determining the following regularities:

- It is considered a necessity to enhance the defense of local identity and culture, through various means, among which stands out the work with local literature from the lyrical genre at the pre-university level.
- Teachers and students show a lack of knowledge of the development of Baracoa's lyrical work, with emphasis on the period before the Revolution.
- The methods used allowed to generalize that the treatment of Baracoa's local lyric has not been sufficiently implemented in the subject Spanish-Literature in the twelfth grade.

Results

From the described insufficiencies, it was considered that in unit 2, "The current Latin American and Caribbean lyric", corresponding to the Spanish - Literature program in twelfth grade, the teacher in his selection of authors such as Juan Gelman, Enrique Langagne, José María Memet and Gioconda Belli, can make intertextuality relations with the selected poems of the local Baracoan literature, evidencing the novelty of the text-context and intertext relation.

And as it is advised in the methodological suggestions of the program for this unit, the establishment of intertextual relations between the different authors to corroborate the themes and motives that are related to the daily life, its political projection, social aspects; denunciation of the problems that affect man, love and death, peace, human solidarity, work, the fight against fascism, as well as others of interest, allows the introduction of the poets from Baracoa who deal with these themes.

It is necessary to study the poems Epitaph and History by Juan Gelman, teachers can use from the local literature of Baracoa, the poems "Pain", by Nemesio Carcasés and "Slave's Cry", by Edgardo Gilbert, which constitute examples of social denunciations due to the content they have in each of their stanzas, since they coincide with the stages of military dictatorships in Latin America and the Caribbean.

Hence, the poems have cognitive, evaluative and axiological elements analogous to the times in which they were written and in this sense, the messages and teachings that are transmitted.

Epitaph, by Juan Gelman and Dolor, by Nemesio Carcasés

Epitafio:

Un pájaro vivía en mí.
Una flor viajaba en mi sangre.
Mi corazón era un violín.
por el trágico mar de la amargura.
Quise o no quise. Pero a veces
me quisieron. También a mí
me alegraban: la primavera,
las manos juntas, lo feliz.
un terrible puñal que me asesina.
¡Digo que el hombre debe serlo!
Aquí yace un pájaro
Una flor
Un violín.
para sentirme cada vez más triste.
Felicidad, placer: ¡todo se esfuma!...

Dolor:

Hasta la suerte su piedad me niega
para aumentar mi negra desventura.
Mi vida es como un barco que navega
¡Horrible maldición!... Mi angustia crece
y enmaraña mi senda peregrina;
y este dolor fatídico parece
¡Todo es desolación!... Ni amor ni calma
en este valle de pesar existe;
y la nostalgia me tortura el alma

y hasta el volcán de mi ilusión se apaga;
 y esta cruenta neurosis que me abruma
 hiere mi corazón como una daga.
 Me muestro, ante el dolor, rígido y fuerte;
 y sin embargo, en mi desgracia rara:
 ¡Siento como si el hielo de la muerte
 hasta el fondo de mi alma penetrara!...

When analyzing the poems, it is evident that both reflect the nostalgic, melancholic, communicate pain, despair and death. They use adjectives to specify the state of mind of the authors. They were developed in times of bloody military dictatorships, which carried out forced disappearances, assassinations, despair, famine, among other social evils. In the midst of these prevailing circumstances, they revealed through poetry the existing situation.

Activities that can be used:

1) The students are guided to look for the biographical data of the writers Juan Gelman and Nemesio Carcasés. Compare the periods in which they lived.

2) Mark with an x the most complete answer.

What is an epitaph? Use the Grijalbo dictionary or Google on the Internet to determine its meaning.

It is an inscription.

___It is an inscription engraved or intended to be engraved on a grave.

3) What feelings does the poem communicate to you?

4) Replace the following expressions with others that mean the same thing:

(a) A bird lived in me: desire to fly, longing for freedom.

b) A flower traveled in me: something beautiful, lovely, tender, and full of hope.

c) My heart was a violin: joy, jubilation, harmony, music, inspiration.

5) What other words are symbols?

Spring: rebirth, blossoming.

Hands together: unity between people

Violin: joy, melody.

6) Extract the verb form, in the preterit tense that denotes how the author loved and was loved. Determine its grammatical morphemes. Say whether it is regular or irregular.

7) Substitute the word asolation for its opposite.

8) My heart was a violin, as an expressive device it is:

Personification ____ metaphor ____ simile ____

9) The previous text, because of its style is: ____ scientific ____ official ____ literary

10) The feelings aroused in me by reading this poem are:

Anguish ____ despair ____ optimism ____ longing for freedom ____

11) Many Cuban patriots felt the same as the writer and achieved our total and definitive independence. Mention one of them.

12) The author expresses in his last verses that: Here lies a bird, a flower, a violin.

As a young Cuban, do these symbols live in you? Write it in no less than three lines.

Analysis of the poem **Dolor**, by **Nemesio Carcasés**

1) Mark with an x the most complete answer.

This poem is written in the midst of despair.

The poet is melancholy, anguished and frustrated by the vicissitudes that life imposes on them.

2) Mark with an x the correct ideas according to the content. The poem suggests to me:

____ anguish ____ happiness ____ beauty ____ melancholy.

3) Replace the following expressions with others that mean the same thing:

(a) My life is like a ship sailing on the tragic sea of bitterness.

b) Happiness, pleasure: everything vanishes! _____

c) I show myself, in the face of pain, rigid and strong _____

4) What other words are symbols?

- Misfortune _____
- Nostalgia _____
- Pain _____

5) Extract the third verb form, in the present tense that denotes how the poet's life is going. Determine its grammatical morphemes. Say whether it is regular or irregular.

6) Substitute the word separated for its opposite. _____

7) It wounds my heart like a dagger, as an expressive device it is:

Personification ____ metaphor ____ simile ____

8) The previous text, by its style is: ____ scientific ____ official ____ literary ____ journalistic ____
journalistic

9) The feelings aroused in me by reading this poem are:

Anguish ____ optimism ____ desire to live ____ despair ____

10) The author expresses in the last stanza, first verse: I show myself, in the face of pain, rigid and strong.

As a young Cuban, how would you show yourself in the face of the problems that life imposes on you? Write it in no less than five lines.

11) Write a paragraph of no less than ten lines in which you state your opinion about the teaching that the analyzed poems transmitted to you from the thematic relation.

Discussion

Impact of the system of didactic activities in the treatment of local Baracoa literature from the lyrical genre

The methodological triangulation of the empirical methods applied, such as user criteria, surveys and interviews, it was determined that 100% of them considered that:

- The didactic activities are praiseworthy, which allow enhancing the defense of the local cultural identity, which is an unavoidable task for the enrichment of the language and the cultural level that is aspired in the students of the pre-university level.
- Teachers and students show a high level of motivation regarding the knowledge acquired on the Baracoan lyric and the methodology for its didactic treatment in the Spanish - Literature classes in the twelfth grade and from this perspective, to apply this learning in the literary and grammatical analysis in other works of national and universal scope.
- The teacher's level of preparation is renewed based on the methodological work carried out in the preparation of the subject, which was based on theoretical and practical research on how to include local literature from Baracoa in the Spanish-Literature program in twelfth grade, which will also serve as a basis for its use in other years of the pre-university level.
- There is a new didactic tool, which also constitutes a consultation material for the treatment of Baracoa's local lyrics with other grades of the pre-university educational level.
- The methods used allowed to point out that in spite of the advances obtained regarding the literary work in the lyric genre of the locality of Baracoa from the subject Spanish - Literature of the twelfth grade, it is not a totally concluded work, since it requires systematization and improvement from this literary genre and other forms of teaching organization that were not taken into account, however, it becomes a model for new designs in the classroom context and outside the classroom.

Conclusions

The historical and theoretical study carried out evidenced the potentialities of Baracoa's local literature with greater emphasis on the lyric genre for the development of an identity culture in the students of the pre-university educational level, which acquires greater relevance from the practical need to evidence in a more objective and accurate way the insertion of local literature in the study curricula as part of the confrontation to the globalization process that pretends to disregard the value of the cultural identity of the peoples. The study of the diverse sources referred to this topic demands a didactic and pedagogical analysis that enables the inclusion of this literature in the pedagogical process. The literary works of the Baracoa locality allow, with an adequate methodological treatment, to exercise all the components of the subject Spanish-Literature in the pre-university educational level and to be used with the double purpose of instructing and educating.

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