

Quijote y sus perspectivas: tareas docentes

Quijote and its perspectives: teaching tasks

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Resumen

El estudio del proceso de enseñanza-aprendizaje de la comprensión textual en la carrera Español-Literatura en la Universidad, reveló que existen limitaciones al trabajar la interdisciplinariedad y los referentes teórico-metodológicos fundamentales sustentado en el Enfoque cognitivo, comunicativo y sociocultural de la Doctora Angelina Roméu, por lo que se elaboran tareas docentes con un marcado carácter desarrollador, donde se tienen en cuenta los principios y metodología de este tipo de actividad, las que fueron consideradas una vía que posibilita el proceso de enseñanza-aprendizaje de la interdisciplinariedad desde las perspectivas de El Quijote.

Palabras clave: Comprensión textual; Interdisciplinariedad; Tareas docentes; Medios lingüísticos

Abstract

The study of the teaching-learning process of textual understanding in the Spanish-Literature career at the University revealed that there are limitations when working with interdisciplinarity and the fundamental theoretical-methodological references supported by the cognitive, communicative and sociocultural approach of Dr. Angelina Roméu, for which teaching tasks with a marked developer character are elaborated, where the principles and methodology of this type of activity are taken into account, which were considered a way that enables the teaching-learning process of interdisciplinarity from the perspectives from Don Quixote.

Key words: Textual comprehension; Interdisciplinarity; Teaching tasks; Linguistic means

Introduction

The teaching-learning of textual comprehension is of great importance since it constitutes an essential component for communication, since, from it, it is taken into account that the human being benefits

from himself with situations that permanently demand to be understood and that can be assumed with certain guidelines of action.

So understanding is the ability to understand what is read, both in reference to the meaning of the words that make up a text, and with respect to overall understanding in writing. By understanding, the information in the text is related to the cultural heritage of the reader. In this way, when understood, a new text is created enriched with the experience of the reader.

Comprehension is a complex and dynamic process, during which the subject interacts with the text that he interprets, through the application of cognitive and metacognitive strategies, which gives rise to the exchange between the new information contained in the text and that stored in the mind. of the subject, and enables the text to influence the reader, enriching or reformulating their knowledge, and the reader to attribute new meanings to the text based on their inferences. (Roméu, 1999, p. 4).

Knowledge of the context is of vital importance for understanding the text and implies who produces it, to which group or social class it belongs, what is its ideology, with what intention did it, in what communicative situation, among others; all these factors in turn allow a meaning to be attributed to the text.

Development

Dr. Roméu, who has dedicated her studies to transforming the teaching and learning methods of the language, is the main promoter of this approach in the country.

The cognitive, communicative and sociocultural approach (Roméu, 2007) starts from the dialectical-materialistic conception of language, which defines it as “essential means of cognition and social communicative, which highlights its two essential functions, the noetic or cognitive and semiotics or communicative” (p. 5).

On the other hand, this approach takes into account the most recent investigations of the linguistics of the text, which take discourse as an object and inquire about its structure and functions, and explain its nature as a process of social interaction. Similarly, it defends the semiotic approach to culture as a system of sign systems, in which language plays a leading role. According to Dr. Roméu, the fundamental objective of this approach is:

Contribute to the development of the student's cognitive-communicative and sociocultural competence, understood as: linguistic competence (ability to use linguistic means or resources);

sociolinguistic competence (ability to adapt linguistic means to the characteristics of the situation and context); discursive competence (ability to coherently relate the parts of the discourse as a whole) and strategic competence (ability to initiate, develop and conclude communication. (2007, p. 10)

Hence, the proper application of this approach will bring favorable results for the development of comprehension skills, since it operates with a system of categories that are revealed in the process of comprehension, analysis and textual construction: communicative activity; text; meaning; context; function / use; communicative situation; communicative intention; communicative purpose; communication procedures; functional communication media (phonic, lexical, morphological, and syntactic).

Reading comprehension (of the written text) (Montaño and Abello, 2010):

It is a complex productive activity that involves the interaction between the characteristics of the reader and the text, in a given context and with specific objectives and purposes. In this complex process the reader captures the literal or explicit information that the text offers, perceives the meanings (literal, cultural, implicit) in that text, establishes inferences and hypotheses, relationships and associations of many different natures and enriches and integrates the information on the basis of their experience and their culture, so that finally, as far as possible, they influence their own process of improvement and human growth. (p.12)

Reading comprehension is an intellectual and interactive process (text-reader-context) in which the reader needs prior knowledge of the subject of the text, such as the author's world view or characters (ideology, beliefs, philosophical conception, attitude towards life), and others.

The reading comprehension process, which involves the intelligent reaction to a text, has been extensively investigated and as a consequence three general models have been proposed, which try to explain the procedures involved in reading, they are: ascending processing, descending processing and model interactive. Everyone considers reading as a process that takes place at various levels, but differ in the importance they attach to different types of analysis.

According to Roméu (1992), every text carries at least three meanings.

- Literal or explicit: refers directly and obviously to the content.
- Intentional or implicit: can be discovered. It is the one that without being written is as between lines in the text.

- Complementary or cultural: it includes all the knowledge that in the reader's opinion enrich or clarify the literal meaning. (p. 6)

Similarly, you have to go through three levels of understanding, which have been described by different authors. Some propose translation, interpretation and extrapolation, and others, such as Dr. Roméu, consider the intelligent, the critical and the creative. Both proposals are closely related, but in the present investigation the authors consider the proposals by Roméu in 2007.

Intelligent understanding: decodes, determines the meaning of lexical unknowns and specifies which is updated in this context. Find meaningful clues, words, or expressions (grammatical structures, stylistic, contextual resources, or other elements) that make it easy for you to discover the author's intention by determining the explicit and implicit meaning, making inferences.

Critical understanding: adequately uses the arguments that will serve to assume a critical attitude towards the text, assumes a position before it. It is still a smart read; just that it takes place on a deeper level. The reader distances himself from the text to be able to comment on it, judge it, criticize it, value it; he is in a position to take sides for or against and to comment on his successes and errors.

Creative understanding: it supposes a deep level of understanding of the text, which is reached when the reader applies what is understood, exemplifies or extrapolates. It creatively uses the new meanings acquired and produced by it. It constitutes the level where the student creates (originality, development of the imagination). It assumes an independent attitude and makes decisions regarding the text, relates it to other contexts and makes it intertextual.

Each text constitutes a unit organized into parts endowed with meaning and communicative intention that is characterized by its semantic closure and for its understanding; graphic, sound, iconic and other clues are used such as: reading of facts, literary, artistic, attitudes and contexts, body images and others.

As can be seen, interdisciplinarity appears as a means to better understand, and this element allows the reader to delve into the information of the text read based on its relationship with other texts, and also interprets it not in a linear way, but, overlapping knowledge previous of which the reader is appropriated by other texts and that allow to approach this from the comparison.

There are different ways of conceptualizing interdisciplinarity, as well as interpreting and applying it, among the most current are:

Dr. Mañalich (1999) considers interdisciplinarity as: "Points of encounter and cooperation of the disciplines, of the influence they exert on each other from different points of view" (p.3). These meeting points and cooperation between disciplines are essential today, since it is necessary to resort to several disciplines in order to analyze a certain aspect of reality, which would be impossible to understand if only concepts or categories from a single science are used.

Fiallo defines interdisciplinarity as:

An act of culture and not a simple relationship between content, but its essence lies in its educational, training and transforming character in the conviction and attitudes of the subjects. It is a way of thinking and acting to solve complex and changing problems of reality, with an integrated vision of the world, in a process based on interpersonal relationships of cooperation and mutual respect, that is, it is a way of acting and a alternative to facilitate the integration of content, to optimize the planning process and give training. (2003, p. 3)

By establishing interdisciplinary relationships, values are enhanced, the content is integrated in such a way that there are no overloads in the student and, among other things, group work, the adequate balance of the instructional and the educational, the carrying out of teaching tasks that generate stimulating elements of intellectual development and group integration of students. The literary discourse, individual or collective creation that is recreated, is thought and structured based on the stylistic elements and ways of life of certain sociocultural groups and in which an aesthetic dimension predominates constituted by a diversity of codes tending towards appreciation and to the unfolding of a set of emotions; it is manifested in oral or written form, also individual, public, anonymous, collective; it is dynamic, changeable and supports upgrade possibilities.

For example, the literary work of Miguel de Cervantes can be studied through history, alternating with music, painting, sculpture, geography, psychology, pedagogy, medicine, aesthetics, law, among others.

Now, what is the teaching task? It is an essential part of the class, so it cannot be located hastily; This task corresponds to a strategic pedagogical mission in the development of skills for independent work and the formation of correct study habits, insofar as it constitutes an adequate guiding base for the actions that the student has to carry out and has a prioritized space in each new class for testing.

The interdisciplinary tasks have the purpose of learning to relate the appropriate specialized knowledge from disciplinarity, through the conjugation of scientific research methods, and the articulation of the forms of organization of the activity.

Teaching tasks to promote interdisciplinarity from the perspectives of El ingenioso hidalgo don Quijote de la Mancha in the Spanish and Literature degree.

The structuring of teaching tasks to improve interdisciplinarity based on the work The Ingenious Gentleman Don Quixote de la Mancha, has been developed on the basis of a methodological conception, the scientific basis of which allows teachers to appropriate the indications to carry out their guiding role in this process.

The theoretical basis of this structure follows a scheme that supports the actions of teachers to assume the purpose of interdisciplinarity as a process and achieve in students the development of skills for textual understanding. Hence, these activities are developed taking into account the sociological, psychological and didactic references in order to enhance textual understanding in pedagogical practice.

The conception starts from considering in its elaboration elements such as: the program of Quixote and its current perspectives and interdisciplinarity, which is integrated into the aspects related to:

- Interdisciplinarity as an integrated process to the understanding of texts.
- The potentialities of the validity and perspectives of the work The ingenious gentleman Don Quixote de la Mancha for research and the need for teaching tasks to ensure its development.
- The potentialities of the validity and perspectives of the work The ingenious gentleman Don Quixote de la Mancha for research.

Cervantes creates a work of universal cosmological repercussion that affects us all, because it transforms us all beyond geographical borders, beyond political and religious creeds.

And it is true that Don Quixote rises to open us with the blows of his sword, justifying the mark of our present centuries. For this reason, its author De Cervantes and Saavedra declares:

... He did not want to wait any longer to put his thoughts into effect, pressing to it the lack that he thought his delay was making in the world, according to the grievances he intended to undo, wrongdoings to straighten, unreasons to correct, and abuses that improve, and debts to satisfy ... (p. 85)

Its validity is so great that a Quixote of the 20th century, Ernesto Che Guevara, had it very much in mind when he was preparing to leave Cuba to go out on the roads of the world to implement justice - and justice, we all know, is the work of great love.

Task 1: Quixote and great figures

Content: study of the influences exerted by the character of Don Quixote on great personalities of Cuban and Latin American history.

Intention: to appreciate the influence or the teachings that the character transmits in great figures of Cuban and Latin American history.

Activities: with the use of new technologies, investigate how the teachings or the precepts that emanate from the performance of the character of Don Quixote influence great personalities such as: Martí, Guevara, Chávez and Fidel Castro Ruz where interdisciplinary relationships will be established with their history, his way of being, thinking and acting and that of Don Quixote, for this different teams will be formed.

Demonstrate with solid arguments the relationship, the bond, the learning or the teaching that these figures achieve with the best qualities of Don Quixote as a character or from the work *The Ingenious Hidalgo Don Quixote de la Mancha*

Write a report of not less than 10 pages that has the following structure: introduction, development, conclusions, bibliography and annexes.

- For this you can search for references in texts, words or any other form of expression of the characteristics or conditions that allow you to establish interdisciplinarity among all.
- You can also use the criteria of other personalities who have valued both the figure of Don Quixote and those of these personalities.
- Work in chapters 16, you can also use the criteria of other personalities who have valued both the figure of Don Quixote and those of these personalities.
- 17 and 18 of the second part of the work, look for the concept of Quixotism and analyze it, see its validity.
- Develop activities that respond to a didactic structure and that establish interdisciplinarity between them.
- Present a creativity related to them.

Write a report of not less than 10 pages that has the following structure: introduction, development, conclusions, bibliography and annexes.

Assessment: oral and written

You can consult bibliographies such as:

- Cervantes Saavedra, Miguel. El ingenioso hidalgo don Quijote de la Mancha. La Habana.
- Cairo, Ana. Viaje a los frutos.
- Castro Ruz, Fidel. La historia me absolverá. La Habana.
- Castro Ruz, Fidel. Por el camino correcto. La Habana.
- Castro Ruz, Fidel. Una revolución solo puede ser hija de la cultura y de las ideas.

Task 2: Quixote and music, dance and theater

Content: studies of the relationship or influence exerted by the character or work of Don Quixote in music, dance and theater.

Intention: to demonstrate the relationship, the link, the significance between Don Quixote and music, dance and theater

Activities: form work teams

- Demonstrate the relationship, influence, significance of Don Quixote in: music, dance and theater, be it the character or the play. Explain how that relationship is established.
- Music has had an inspiration in the work, the same happens with dance and theater. Investigate with the use of ICT how this statement is revealed.
- Which authors have been inspired by music, dance and theater in the play or in the characters?
- Create activities that respond to a didactic structure and establish interdisciplinarity with these manifestations.
- Create a theme-related creativity.

Write a report of not less than 10 pages that has the following structure: introduction, development, conclusions, bibliography and annexes.

Assessment: oral and written

Bibliography:

Cervantes Saavedra, Miguel de. El ingenioso hidalgo don Quijote de la Mancha. La Habana.

Díaz Pimienta, Alexis. En un lugar de la Mancha. La Habana.

Task 3. Quixote and the humanities.

Content: Quixote and psychology, pedagogy, medicine, philosophy, history and law.

Intention: to establish the link, relationship or learning between Don Quixote and the different subjects: psychology, pedagogy, medicine, philosophy, history, law, among others.

Activities: form work teams

- Find out, using social networks, the relationship of Don Quixote with psychology, pedagogy, medicine, philosophy, history, law.
- Demonstrate by writing a presentation how each of these sciences sees it.
- Psychology is deeply addressed in the play. Prove it.
- The advice Quixote gives Sancho are worthy of any teaching-learning process. Who is the teacher, who is the disciple? Prove it.
- Philosophy is not alien to the adventures of Don Quixote or to what is narrated in the novel. Fundamentally.
- One of the first cases that psychiatry studied was that of Don Quixote. Fundamentally.
- The work The Ingenious Gentleman Don Quixote de la Mancha is a living painting of the Spain of his time. Prove it.
- The chapters of the Sancho government on the Baratería Island reflect Cervantes' knowledge of law. Prove it.

Assessment: oral and written

Task 4: Laugh and learn

Content: Study of chapters 3, 8, 20, 26, 30, 36 of the first part and 5, 19,26, 32, 43 and 45 of the second part.

Intention: to appreciate how the work and the character of Don Quixote has influenced the humor

Exercise:

Has an adventure book or movie ever inspired you so much that you started to believe yourself to be a character in the story? After reading only cavalry books, Don Quixote decides to live like a knight in

search of adventure. His imagination makes him forget that knights-errant no longer exist and that their world is very different from that of knights who defended honor. As you can imagine, because of all this, Don Quixote is involved in comic situations. Argue this statement.

If Don Quixote had lacked imagination, he would not have experienced such exciting adventures. Imagine that you are this character and write a story where you tackle the following situations:

- If you had lived in the time of ..., it would have been...
- If it had been ..., I would have fought (defended)...
- If I had been chased (attacked), I would have...
- If I had been in the place of ..., I would have acted (performed)...
- Read the episode that most catches your attention and then, with your classmates, tell each other what they read. Each must tell the story they have read, imitating the characters, exaggerating the intonation, and doing whatever it takes to amuse the listeners.
- Meet with other students and make puppets that represent how you imagine the main characters in the play.

Assessment: oral and written

Task 5. Don Quixote and painting

The consecrated and universal novel by Miguel de Cervantes: Don Quixote de la Mancha has been the object of inspiration for plastic artists around the world, who have recreated with important stylistic variations Don Quixote and Sancho Panza, the two central characters, whose iconography we they show different scenes with a predominance of humor and caricature.

Much has been said and written about Don Quixote, from different perspectives. There is talk of ingenuity, humor and delight that transmits to the reader, as well as the original approaches of the novel in the plastic. Being a text interpreted in so many ways, it allows us to reveal how the central characters Don Quixote and Sancho Panza have been executed in drawing, painting and sculpture.

Content: study of Chapter 8 of The Ingenious Hidalgo Don Quixote de la Mancha.

Intention: to relate the events of Chapter 8 and their reflection in the painting for the development of aesthetic taste.

Activities: dabble in Information Technology Communication and look for what paintings have been done reflecting the events of Chapter 8.

Answer the following questions:

- What is the chapter about?
- Which authors have reflected this chapter in their work?
- What do you know about these authors?
- What characters are involved in it? How are they reflected in the painting?
- How do you value Don Quixote's attitude?
- One of the most reproduced chapters in the painting is considered to be 8. Please argue this statement.

A necessary logo. Pablo Picasso:

- Who is Pablo Picasso?
- What do you know about his life?
- What does this painting represent?
- Why is this painting a necessary logo?
- Who is a necessary logo for?

Quixote in the painting

- Select a group of paintings and create a collage related to Don Quixote and Sancho.
- Who are the authors? What do you know about his life and work?
- To which chapter is each painting related?
- Write a text where you reflect the impression caused by one of these paintings.

Assessment: oral and written.

Conclusions

The teaching tasks that were developed with a marked developer character and in which the principles and methodology of this type of activity were taken into account, demonstrated their effectiveness

when considering them as a way that enables the teaching-learning process of interdisciplinarity from the perspectives Don Quixote and a methodological tool in the hands of the teachers. It was applied with the second-year students of the degree program, which has aroused interest in studying the work and creating teaching means to support the different tasks.

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