

*Actividades docentes para el análisis literario de la obra
“Los fugitivos”, de Alejo Carpentier, 9no grado
Teaching activities for the literary analysis of the work "Los
fugitivos", by Alejo Carpentier, 9th grade*

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Resumen

El presente trabajo investigativo centra su atención en la obra de uno de los más destacados narradores cubanos de todos los tiempos, tiene repercusión no solo en el contexto cubano, sino al nivel internacional. Para el desarrollo de la investigación se utilizaron métodos empíricos y teóricos que permitieron realizar un estudio diagnóstico sobre la temática seleccionada, el propósito final es ofrecer actividades docentes para el estudio del cuento “Los fugitivos”, estas incidirán además en la formación de una cultura general integral, sobre todo en el dominio de nuestra identidad cultural, elemento necesario para lograr un óptimo desempeño profesional.

Palabras clave: Contexto cubano; Actividades docentes; Desempeño profesional; Comunicadores competentes

Abstract

This research work focuses on the work of one of the most outstanding Cuban narrators of all time, has repercussion not only in the Cuban context, but at the international level. For the development of the research empirical and theoretical methods that allowed to carry out a diagnostic study on the selected theme were used, the final purpose is to offer teaching activities for the study of the story "The fugitives",

these will also coincide in the formation of an integral general culture, especially in the domain of our cultural identity, necessary element to achieve an optimal professional performance.

Keywords: Cuban context; Teaching activities; Professional performance; Competent communicators

Introduction

With the transformations in the Cuban education and the social development reached in the present moments, it is necessary to pay tribute to the integral formation of the young people and their preparation for life, this constitutes a challenge for the language teachers, who must also contribute, to The training of competent communicators, that is why the purpose of this research is to take advantage of all the knowledge that literary work offers for the growth of students.

The Spanish-Literature course, and specifically that which deals with Cuban literature, is taught in the 9th grade of the Secondary School. When carrying out the analysis of the different periods, artistic tendencies and works, it is suggested that the recognition of our cultural identity be approached in an essential way, so that the formative work with the students is promoted and that these understand the process of gestation and development of our nationality.

It is considered that for this the teacher of this subject must be prepared to offer a broad and integrating vision of the development of artistic manifestations and their different interrelationships, in such a way that students can appropriate and shape a vision, as complete as possible, of the picture of the world that is offered in the works that make up the most outstanding of the Cuban culture of all time, for this it is necessary to emphasize the work with the mother tongue, in order to achieve a thorough understanding of the texts that are They propose for study.

When working on national literature, it is considered that one must contribute to the conformation of a scientific conception of the world in students; the most significant moments in the development of the diverse expressions of artistic-literary creation that typify Cuban culture in its gestation and development process must be analyzed and assessed; recognize and explain the links that cultural and artistic aspects have with the determining economic, political and social factors in the long process of formation of Cuban national culture and identity; enrich the vocabulary of the students through the analysis and commentary of the selected texts; relate the literary work under study to the historical - social context in

which they have emerged and apply in the analysis of the works the knowledge of literary history, theory and criticism.

When working the Spanish-Literature course, it is considered that work should be privileged with the following skills: observe, listen (appreciative and appreciative listening above all), expressively read texts of an aesthetic and literary nature, explain, argue, comment, value and contextualize.

All of them pay tribute to the mastery and development of the Mother Language and also enable the formative work with the students, in this case of the 9th grade of the Secondary School.

For universal literature it is a merit to have the name of Alejo Carpentier as a leading figure in artistic creation and for the Cuban privilege is more rewarding, because it has relevant contributions that mark the history of national literature and culture.

It is a requirement for school institutions the analysis of literary works, as it is the fundamental way for the acquisition of knowledge, however, it is common for students to interact with the contents in the different subjects present difficulties due to the poor development of skills to read, understand, in order to analyze texts, particularly literary ones. Therefore, it is up to Spanish-Literature teachers to put into practice methods that facilitate students the exercise of their intellectual capacities where they can obtain knowledge, enrich their lexical flow, interpret, value, as well as initiate, guide, develop and conclude the communication effectively.

In High School Education the diversity of disciplines that the student receives, requires him to be able to read, understand, produce, in short, analyze texts according to the particularities of each of the subjects, which requires the teacher instead of providing them with students have a large volume of information, provide them with tools that enable them to search different sources, extract information, synthesize it and reconstruct knowledge independently.

At present it is affirmed that every teacher is of languages, if one takes into account the role that this plays in the processes of transmission and acquisition of knowledge in all subjects, hence the importance of the treatment of cognitive and communicative processes in contexts of interaction with a socio-cultural orientation in the classes of the different subjects.

The class as a communicative context provides the interaction among teacher-student and student-student through the exchange of meanings in the form of texts, the teacher guides the cognitive activity to the student, stimulates in him a favorable affective-emotional state that translates into an active and creative participation. This is achieved through the use of language, but the issuer status is not exclusive to the teacher, in the same way that students are not passive recipients as traditional didactics admitted.

The object of study of text didactics and textual typology is the teaching-learning process of comprehension, analysis and construction of texts. Numerous texts consulted have approached the subject from different perspectives and with different purposes, some refer to the need to read, analyze and evaluate the skills for comprehensive reading; determine the structure of the text, develop models, procedures and strategies to encourage it in which Machado, Montaña, Abello, Roméu and Van Dijk coincide, among others.

Among the components that work at the middle level in 9th grade, specifically through the Spanish-Literature course, there is an analysis that is a logical process of thinking through which it is possible to break down the text into its parts. This may appear subordinate or prioritized depending on the content addressed in the classes.

In studies conducted it was found that although several researchers such as Rosario Mañalich Suárez, Élide Grass Gallo, Angelina Roméu Escobar made important contributions to improve educational practice, there are still proven inadequacies during the application of a diagnosis, class observation, surveys and interviews with teachers and students of the “Baraguá Mixed Protest Center”, so it is necessary to improve the teaching-learning process of literary analysis to improve its quality.

But despite all these contributions, there are still difficulties when it comes to understanding the texts, because the following Problem Situation has been detected as a result of class observations, student evaluations and document reviews:

- The elements of content and form are not always taken into account in the literary analysis.
- The integration of all the components of the subject is not always achieved when facing the literary analysis, according to the demands of the cognitive, communicative and sociocultural approach.

These are the reasons that lead us to declare the following scientific problem: How to contribute to the analysis of the literary text of the work "The fugitives", by Alejo Carpentier in 9th grade?

Corresponding to the scientific problem, the following objective is proposed:

Prepare teaching activities for the literary analysis of the work "The fugitives", by Alejo Carpentier, through the Spanish-Literature course, in the 9th grade of the Mixed Center "Protest of Baraguá".

Development

The proposal offered arises from considering that Alejo Carpentier, author who works in 9th grade, is one of the most relevant, most significant writers of Cuban literature of the twentieth century and of all time, so it is pertinent to deepen the study of his work. In 9th grade in unit 5, only the article "Martí and time" is proposed to work on this author, however, there are also other works, including the story "The fugitives" that is important to penetrate the study of history of Cuba because it focuses on the slavery that took place in our country, as well as to deepen the work of the prose writer who boasts in a masterful way of contemporary narrative resources and techniques that make him shine like a universal Cuban.

The critic considers Alejo Carpentier as one of the fundamental writers of the twentieth century in Spanish language, and one of the architects of Latin American literary renewal, in particular through a style that incorporates several dimensions and aspects of the imagination to recreate reality, elements that contributed to its formation and the creation of "The Real Wonderful".

For the reasons stated above, his work was selected to elaborate the proposal of the present investigation, in order to promote the cultural universe of students, through the knowledge of the life and work of this eminent figure of Cuban and universal letters of all times.

That is why it is suggested in the thesis that the story "The Fugitives" be introduced as extra class reading, to enhance the study of the writer's work, as well as knowledge of the history of Cuba.

The extra class reading is defined as follows:

Extra class reading: “It is the reading by students of literary works and scientific dissemination, independent, but organized by the teacher. It aims to familiarize adolescents with literature, develop interest in reading in them, train them the ability to understand what they have read.

It is organized sensibly, it is a very important means of moral, intellectual and aesthetic development, in this process the students acquire knowledge about the phenomena of nature and become familiar with the most important events of social life ”.

At the beginning of the unit, students will be guided along with a number of activities that will be evaluated later in a round table space that will be held in the library, prior coordination; there will be a moderator who will be a student and the interventions will be carried out in an organized and logical way until all the questions are covered in a group way.

The activities respond to the demands of the cognitive, communicative and sociocultural approach, make possible the work with the words that are unknown by the students in an integrated way with grammatical elements, with the textual construction and of course with the analysis. They move the logical thinking of the students, they contribute to the strengthening of the knowledge that they have about the History of Cuba specifically of the stage that corresponds to slavery.

This enhances the dominance of our national identity.

Before the development of the activities, students will be guided to complete the following steps:

- Read the selected text in advance.
- Perform the search for the most relevant data of the life and work of the chosen author.
- Solve proposed activities to check the comprehension of what has been read.
- Respond to activities, according to the demands of the cognitive, communicative and sociocultural approach, therefore, the questions should allow students to reflect.
- The activities will be evaluated at the time the teacher has planned.

At the end of the fulfillment of these activities, the expressive reading of the text by the students will be guided.

It has a remarkable link with respect to the principle of attention to individual differences and the integration of the subjects of the Humanities area that they receive, since they are elaborated based on the main limitations and specific difficulties of each one, the results revealed in the initial diagnosis so it was suggested to implement another time for the analysis of the work, it consists of three activities.

Likewise, the cognitive, communicative and sociocultural approach presented by Dr. Angelina Romeo Escobar is taken as a reference, for its guiding and developing function. This approach has theoretical and methodological principles that were taken into account:

Theoretical principles

- The conception of language as a system of signs that participate in human social communication.
- The relationship between thought and language (noesis and semiosis).
- The unit of content and form in the study of linguistic facts, that is, the use of the means of expression according to functional or communicative uses.

Methodological principles

- Orientation towards an objective in the analysis.
- The selectivity of the text being analyzed.
- The teaching of literary analysis.

Activity # 1. Title: Expand your lexicon and your knowledge!

Objective:

- Identify the lexical unknowns that appear in the story "The fugitives", by Alejo Carpentier. Media: dictionary, content cards.

Read the story "The Fugitives" by Alejo Carpentier that appears in your textbook, as well as the most outstanding data of the life and work of its author. To do this, rely on Google, in a Cuban History book, on Wikipedia, as well as in other sources that you consider important.

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- Performs a search that contributes to deepening significant aspects of the historical-social context in which the work is written. Lean on the fragment presented below: “Dog followed him meekly. Down there were too many whips, too many chains for those who returned regretfully...”
 - Create a medium that will help you respond.
 - Extract from the work the words of which you do not know the meaning. After having clarified them, find a synonym that is in relation to what they have in the story, as they will give the possibility of being replaced without altering the text message.

Methodological Indications

As the analysis of the work will be done as an extra class reading, taking advantage of the space of the school library the following indications are offered:

The teacher of the subject or the librarian, prior coordination with it, should guide the student in relation to reading the story, should emphasize the aspects to be investigated, which will be focused on the life and work of the writer, In addition to the historical-social context in which it develops. It will guide the search in written literature and in digital support, which will provide gaining skills in the proper use of new technology.

It will indicate the development of a means of teaching to enhance its interventions and this should be creative, innovative and will swell the methodological cabinet of the department.

It will offer treatment to vocabulary words whose meaning is not clear to some students, first by context and then by the dictionary and then work synonymously as a type of lexical relationship that will make it possible to expand their cultural heritage, as well as adequate spelling of each term.

The prioritized component in this activity is textual comprehension, the rest is subordinated.

Activity 2

Title: Create, from the argument that the work presents to you!

- Objective: Build a lyrical text taking into account the plot of the work.
- Media: teacher's voice, textbook.

1. Express what the argument of the text is in your opinion. Build a lyrical text from it.

a) Do you know another or other works that address this issue? Mention them and express the reason for your selection.

b) Explain how the noun phrase that gives the story title is shaped. Propose three titles that correspond to the argument of the text and with the same structure of the noun phrase used by the author to designate his work.

c) Characterize the characters of the work physically and morally.

- Compare one of these characters with one you know of another literary work that has points in common and differences with the selected one.
- Develop a teaching medium where you represent one of them.

Methodological Indications

With this activity the teacher or the librarian will be able to work the plot of the work with the students and after having clarified it they will be urged to elaborate a lyrical text of their own harvest, of course from it.

They should move the students' thinking towards the search for other texts or works that are closely related to the messages and argument it raises.

The work will be inserted with the grammatical analysis according to the title of the work and they must elaborate or propose other titles that are not far from the original.

Finally, with this activity they must carry out the characterization of the characters, taking into account the physical-moral characteristics of the characters, not only because of what is said in the text but also because of the actions they perform and what the other characters say. They, others must make a comparison taking into account differences and similarities in the action.

They should value the presentation of the media created by the students, as they should be in correspondence with the characters.

Their quality and creativity will be demanded. The prioritized component in this activity is the textual construction, the rest is subordinated.

Activity # 3

Title: Value the language within the work!

Objective: Identify the resources of the literary language contained in the work.

Media: Textbook, content sheets.

3. Select the resources of the literary language that appear in the work. Group them according to their classification. Say which one predominates and contributes to the text, from the aesthetic point of view.

- Construct two similar ones to those found within the text and say how they are grammatically shaped.
- Alejo Carpentier makes use of the personification in a masterly way, expresses how he achieves it by addressing one of his characters. Create a character where you try to achieve what the author achieved.
- In 8th grade you worked the genre testimony that tells real events, linked in some way to historical events. Go ahead and prepare a narrative text that focuses on the subject addressed that meets the demands of this genre! Try it!

Methodological Indications

This activity will allow the teacher of the subject or the librarian to work with the language within the work, that is, with the treatment that is performed on it in the same. The essential thing will be to determine their classification and what they contribute within the aesthetics of the story.

They will rebuild again, but this time resources similar to those found and must specify how they are grammatically shaped.

The activity enables the work with a theme treated in 8th grade, the testimony, therefore they must resort to its fundamental characteristics and develop one related to the work.

Here the following components are prioritized: the analysis in the first activity and construction.

Conclusions

After applying the proposal and having obtained the results, the following conclusions could be reached:

Teaching activities offer the possibility of perfecting the process of analysis of literary texts in a way that moves in the methodological towards a qualitatively higher education.

From the implementation of the proposal it was observed that students won in motivation to face the reading of literary works developing their interest in it. The knowledge of the life and work of Alejo Carpentier was expanded, they gained skills to analyze Carpentier's work taking advantage of all the potential that it brings integrating all the functional components of the subject in the light of cognitive, communicative and sociocultural approach.

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