
La construcción del texto literario por el profesional de Español- Literatura

Writing literary texts as part of the training of the professor of Spanish- Literature

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Resumen: Con la disciplina Estudios Literarios los estudiantes tienen un acercamiento al hecho literario desde la lectura y aprenden a leer literariamente, de modo que se desarrollan las habilidades receptivas e interpretativas. Es objetivo de este trabajo perfeccionar el proceso de construcción de textos literarios por los estudiantes del primer año de la carrera Español- Literatura. Se presentan experiencias que se han obtenido desde las clases de Literatura, y se ejemplifica con actividades a partir de las obras literarias.

Palabras clave: Construcción de textos literarios; Reescritura; Comprensión inteligente; Comprensión crítica

Abstract: In the subject Literary studies the students approach the reading of literature and learn how to read in such a way that they develop the receptive and interpretative abilities. This paper has as objective to perfect the process of construction of literary texts in the students of the first year of the Spanish- Literature major; it presents experiences at the Literature lessons exemplified with activities of the literary works.

Keywords: Writing; Literary texts; Re-writing; Understanding; Critical comprehension

Introduction

The demands of highly trained professionals in Cuban education demand the formation of efficient communicators. It is a challenge for teachers to achieve that basic purpose in teaching their mother language today. In this regard, research on language is of transcendental value and makes possible to declare as maxims the words of Cuban teacher Raúl Ferrer Pérez, cited by Mañalich (1999) "to defend the quality of language is to defend the quality of teaching" (p. 47).

The Literary Studies discipline must satisfy this social order based on the interaction of the processes of comprehension, analysis and textual construction. Today he proposes more than teaching literature, teaching to appreciate literature, or, in any case, putting students in the position of being able to appreciate and value it using the urgent and immediate method that is what rests in reading:

Teach to read literature, learn to read literarily, so that receptive and interpretive skills are developed and that the personal experience of reading becomes possible, and the ability to interpret external reality from a special relationship with texts literary works (Fierro, 2016, p.4).

The literary texts offer valuable possibilities as a source of pleasure and fantasy, of information and knowledge, both in their reading and comprehension and in their elaboration by students to significantly use the words creatively. Therefore it is essential to consider literary reading as rewriting, where the reader must generate new statements.

The literature teacher must know how to choose the appropriate way to encourage students to write from what they read; especially when it is known that the task of writing is not always to their liking. Writing is difficult, because it involves developing highly complex skills. However, writing texts in an artistic way is an arduous task because not everyone has the skills to do so, but the potential of students is not exploited in order to favor this act of creation.

In order to know the deficiencies that exist in this respect, surveys were made to teachers and students, visits to classes, review of documents as subject files, minutes of methodological activities carried out and learning verifications, which allowed to corroborate the following insufficiencies:

- Little use of the potential of the literary text for the intentional stimulation of construction.
- Insufficient methodological orientation towards the identification of elements of literary theory that favor the coherent construction of the literary text.

- Limitation in the use of procedures that favor a professional - pedagogical performance in the construction of the literary text.
- Insufficient skills in students for the construction of literary texts.

In accordance with the above, there is a need to perfect the treatment of the construction of literary texts and the methodology for teaching a qualitatively superior process.

Development

The need to develop aesthetic pleasure in students is one of the premises of the teaching of literature. This approaches the student to a world full of emotions and experiences that produce pleasure while educating because this type of text has particularities that differentiate it from others: it is used as a means of creation with an artistic intention; the word acquires a singular beauty; the use of tropes, of poetic licenses and of certain resources not used in other texts predominates; the literary language is suggestive, connotative and offers an image of the artistically recreated reality. "In addition to expressing, it tries to persuade, to influence the one who reads or listens" (Henríquez, 1975, p.7).

Literature not only occupies a fundamental place among the contents that students must assimilate in the different degrees and levels of education, but its teaching is of vital importance in the training of the professors who will impart the literary contents in the different grades of the medium level, who must achieve adequate scientific and methodological preparation for the effective development of their work.

It has been possible to verify that, independently of the continuous transformations that have been made in the programs, the development and improvement of the communication of the students in the different teaching activities in general, and in particular in the Spanish - Literature class, must occupy a fundamental place, with a current and perspective approach to the improvement of the Cuban school, given the limitations observed in this regard. To achieve this, it is essential to train children, adolescents and young people who fill the classrooms as intelligent readers, critics and creators, capable of enjoying the literary work and also feel the pleasure of writing.

The latter generalizes the two. In words of Garriga (2011), cited by Roméu (2000):

The teaching of literature includes:

1. The assimilation of a system of theoretical-literary and historical-literary concepts.
2. The development of skills in the appreciation and analysis of the literary text.
3. The development of capacities for reading and intelligent, critical and creative comprehension of literary texts. (p.65)

The intelligent and critical reading and understanding of several elements are taken into account to understand what the literary work means and how to value it; there are also possible approaches for the analysis of it. Creative understanding presupposes the writing that is made based on the piece of reading according to what this means to the reader, that is, the rewriting of the text.

The development of capacities for reading and intelligent, critical and creative understanding of literary texts, being the third element that comprises the teaching of literature, addresses one of the fundamental ways to access the meaning of the text: the strategy referred to discovery of the three levels of reading comprehension. In the application of this strategy many variants can be used to educate from the literary fact, so that the student understands what is said, he knows how to value and can take a position that also allows him to write about it.

Roméu (2007) argues that what is at issue is to make the most of the educational possibilities provided by any situation of instruction that, when conceived intimately linked with the life of society, in the sociohistorical context in which the student lives, has to necessarily enclose facets that can be analyzed and valued with an axiological perspective, before which a certain attitude can be adopted.

When studying the Iliad it is known that among the customs of the Greeks is the way in which women were treated, for them they were nothing more than booty of war that they earned by means of the spear and their heroic feats, an instrument that they managed at will, without taking into account their decisions. Here we recall the words of Reyes (2000) who

said that women are considered as part of the spoils of war, are violently subject to the status of slaves and concubines of the victors, whether single or not. He also considers that the attitude towards women is frank sexual naturalism and, in this sense, explains the cynical attitude of Paris with Helena, and that of Zeus with Hera.

However, the love and veneration of some Greek heroes towards their woman-slave-wife is significant.

In the Hector and Andrómaca colloquium it reads: "But I hope a lot of earth will cover my corpse before I hear your cries or witness your abduction" (Homer, 1982, p.98).

Achilles, with sublimity, expresses: "(...) Every good and sensible man wants and cares for his wife, and I cordially appreciated mine, although I had acquired it through the spear" (Homer, 1982, p.125).

Singular are these ideas for the sexual education of young people in terms of the educational value they possess. The treatment of females, and the care and respect that they should be professed can be exploited here.

In this regard, referring to the teachings transmitted by the work to be an expression of the ideology of this people, it is worth highlighting some ideas of great importance and possibilities to appreciate literature, educate and write about it:

Achilles gives moral lessons throughout the work: "It is as hateful to me as the doors of Hades who thinks one thing and manifests another." (Homer, p.125)

"... it oppresses my heart and soul when a man, because he has more power, wants to deprive his equal of what is his due and takes away the reward" (Homer, p.209).

"It is not possible to keep anger in one's heart" (Homer, p.209).

"I wish the Discordia would perish for the gods and for the men and with it the Anger, which makes even the sensible man cruel when sweeter than honey enters the chest and grows like smoke" (Homer, p. 241).

If, for example, this last text is taken, in a situation of instruction, the educational work would be made possible from the work with the understanding that facilitates discovering the didactic message that it transmits, the analysis that makes the treatment of the grammatical structures feasible, the spelling, to cohesive resources and to the simile as a literary resource that provides greater interpretation to the text and, finally, the construction of texts. The writing assignment may be directed as:

- In the work there are characters that experience the Anger and Discord. Exemplify and explain.
 - Discord and Anger are capitalized in the text as proper nouns, they give life to characters and create a fable, to convey a moral teaching, and that is, it has a didactic purpose.
 - Both Discord and Anger produce manifestations in the human being that go against themselves and others. Think of some discrepancy that you have had with someone or one that you have witnessed and evaluate now, and how it could be resolved peacefully. Share those ideas in a literary text that can be a poem, a story, an anecdote, or any other type of text. Consult the book Introduction to literary studies to recall characteristic aspects of these generic forms in chapter 7.
 - Raúl Versón in your textbook exposes the following words referring to the gods of the Iliad: "(...) These gods, of immortal nature, with faculties superior to the most eminent of the heroes, suffer and enjoy for reasons very similar to the of the simplest man ... "(Verson, 1984, p.17).
- a) Recreate a narrative text taking as a model a passage of the work in which some God is happy or suffers. It is suggested in Song I- The jealousy of Hera towards Zeus by the goddess Thetis, in song II Thetis suffers when seeing Achilles mourn for the loss of his wife, in song XIV- The joy of carnal love between Zeus and Hera and between others, the immense pain of Achilles (semi-God) for the death of Patroclus.

The elderly Nestor, a man respected for his years, wisdom and demonstrated values, recognizes in Achilles the heroic attitudes of recognizing the respect that he professes to

kings: "You are still young and yet you say discreet things to the kings and you have spoken as you should "(Homer, p.121).

The elder also issues a criterion against the war that makes readers reflect: "Without family, without law and without home, one must live who wants the horrendous internal struggles" (Homer, p.121).

Understanding these ideas allows deciphering the messages that they transmit, prosecute and apply to other contexts through which the student is to reconstruct the meaning from his universe of knowledge.

The literature teacher must know how to choose the appropriate way to encourage students to write from what they read; especially when it is known that the writing task is not always to the liking of students and even some teachers. Experiences in this sense have been had since the Literature classes, is exemplified with the following activities from a literary work:

When studying the poem Libertad, by Paul Eluard, in the subject Universal Literature II:

1. The text speaks of a freedom: _____ desired, _____ outraged, or _____ conquered.
2. Other works work this issue of freedom. What do you remember? Mention them. Find them as independent work and establish a comparison from the point of view of what each one expresses. Consider elements of agreement and disagreement with the work of Paul Eluard.
 - a) It is suggested- For this Freedom of Fayad Jamis and Do you know the country of the workers? by Louis Aragón.
3. Many writers, poets, artists in general have sung to freedom. José Martí, one of them, was the one who expressed the ideas mentioned below, read them carefully and express your assessment in writing. (Martí's thought becomes the cornerstone when speaking of formative work, in the Literature classes it is essential to work with it).
 - "Only the wealth that is created lasts and is for good, and the freedom that is conquered, with one's own hands" (Valdés, 2004, p.341).

- "Without freedom as without its own essential air, nothing lives" (Valdés, 2004, p.338).
- "... once freedom is enjoyed, one can no longer live without it" (Valdés, 2004, p.337).
- Freedom costs very expensive, and it is necessary, or resigned to living without it or deciding to buy it for its price "(Valdés, 2004, p.336).

a) Carry out your own reflection on why it is essential to care for and maintain the freedom conquered. Express it in writing.

4. Write an advertisement in which you explain five reasons that express what every young Cuban must do to guarantee the freedoms that we have.

Your ad can start like this:

- Cuban young people are asked to ...
 - Everyone who feels revolutionary young must ...
 - We need to...

b) Being in captivity is not the only way to not have freedom. Mention other ways to be imprisoned and build a text referring to that condition. Be as creative as possible.

Conclusions

Training new generations presupposes doing so from the different scenarios shared with them, the classroom context is an essential framework to do so. Each teacher from the methodological, scientific, and extension, must have sufficient preparation and expertise to achieve it, more if they prepare teachers in training who will have to learn and apprehend to then contribute to the training of other young people.

Literacy classes enhance the creative work from the study of literary works, where the spirit of the students is enriched with the aesthetic enjoyment provided by these works from their literary appreciation, values are formed by encouraging behavior, dignified qualities and the rejection of what is negative to the growth of the human being, and all this offers the possibility of signifying with other texts the literary fact studied.

The experiences that have been obtained since the Literature classes are very valuable and show that much can be contributed to the formation of the students. Deep comments on works, authors, characters, historical personalities have been obtained; as well as valuable texts in which they have changed the end of the works studied, they have reworked others based on suggested ideas, from the varied messages they unravel. It has a record of poems, stories, anecdotes and short stories.

Positive experiences have been obtained by assigning students the task of writing because it led some to be interested in continuing research in this regard, and perform scientific work that solve the problem from the context of middle and upper secondary education.

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