

Didactic orientation of the understanding reader, like node interdisciplinary, in pre-university student

Arenniuis Hodelín Barrientos^{1*} <https://orcid.org/0009-0009-1466-9649>

Carlos Moreira Carbonell² <https://orcid.org/0000-0001-6560-9463>

Bárbara Liz Cuña Quintana² <https://orcid.org/0000-0001-6650-0436>

¹ IPVC “José M. Maceo Grajales”. Guantánamo, Cuba

² Universidad de Guantánamo. Cuba.

*Author for the correspondence: arenniuis@epg.com.cu

ABSTRACT

The present article reveals a didactic orientation contentiva of a becoming logic of the understanding reader in Humanities and it aims at offering activities of didactic orientation for the understanding scanner in the subjects of study of Humanities area in pre-university student. They used theoretic methods and empiricists, that they allowed synthesizing the investigated theme's most relevant sources. They provide to the professor, like stimulant options of the reflexive thought in the understanding teaching activities with didactic helps scanner. The attained results prove that the proposal constitutes a didactic favorable road learning of the understanding favors teaching reader.

Keywords: Understanding Reader; Orientation Didáctica; Didactic Helps.

Introduction

Man needs knowledge and skills that allow him to acquire a broad professional profile and the ways to achieve this are: to teach him to learn, to think scientifically, to have research concerns, to be self-taught. But all this, requires a formative development

immersed in interdisciplinary thinking, where phenomena are not seen from a single point of view of a particular science, but as they are manifested in nature, prophylactic and interdisciplinary.

In this sense, reading comprehension is one of the fundamental cognitive abilities for the development and evaluation of the individual, it is a solid basis for learning in various areas of knowledge, hence its orientation transversalizes all subjects of the curriculum in middle school.

Its fundamental objective is to find the meaning of the text and transform it into meaning, that is, to convert it into socially positive meanings for the student, which articulates perfectly with the dimensions of developmental learning, given the need to promote active learning, marked by reflection and creativity in the appropriation of content and significance, whether conceptual or experiential, which has the vital context of the student.

In this aspect, there are multiple pedagogical researchers worldwide who have focused their attention on reading as a communicative process of interaction between the text and the reader, who actively participates using strategies, algorithms or procedures to identify and select relevant information, evaluate, establish connections between new information and previous knowledge, make inferences, draw conclusions and reflect on the meanings of a text.

The different authors refer that the development of the reading comprehension process implies the support of a precedent knowledge which must be interrelated with the new one, in this way this process allows the reader to build new meanings during his interaction with the text, through perceptual and linguistic mechanisms, hence the importance of its didactic orientation.

These researchers are searching for variants, in order to contribute to the preparation of teachers and students in reading comprehension, in a way that enhances teaching-learning.

Development

Theoretical and methodological references that support the reading comprehension process

Comprehension, as it is currently conceived, is a process through which the reader elaborates meaning in his/her interaction with the text. Reading comprehension will be, then, highly conditioned by what the reader previously knows and by how he/she updates or activates that previous knowledge during the reading process.

Among the most relevant sources on reading and its comprehension in the Cuban educational process, the following stand out: Cadillo, (1982); Mañalich, (1999); Montaña y Abello, (2010); Domínguez, (2013). They agree that reading is a process of cognitive construction in which affective and social relations intervene. The reader searches for meaning and its new relationships with the context, taking into account the historical moment, as well as the type of text being read.

In Guantánamo different authors refers to the process of transcomprehension (teaching to teach to understand), alludes to comprehension from the broad conception of texts, including artistic texts (in function of the development of cognitive, communicative and socio-cultural competence) and García, (2019) offers a methodology based on a model for the didactic orientation to inference in the process of textual comprehension.

We agree with the researchers of the Department of Education of the University of Pedagogical Sciences Félix Varela where they consider that reading comprehension is the result of a mental process that implies the faculty of relating knowledge with the information provided by the text, using certain general procedures to reconstruct the information transmitted depending on the characteristics of the text and the personal meaning it acquires for the reader.

Likewise, the levels of text comprehension of Domínguez, (2013) are assumed as intelligent, critical and creative, since they constitute an indissoluble unit; they manifest in a logical, concatenated and synthesized way the succession of the processes involved in textual comprehension, whose objective is aimed at extracting the information necessary for the student to be used in another context, which will contribute to the development of the student's cognitive and developmental independence.

Theoretical considerations on the didactic orientation of reading comprehension as an interdisciplinary node in the humanities area of pre-university

In Cuba some authors have made important contributions to this process, among them stand out: Cisneros (2015), García, (2019), among others. All of them highlight the role of the teacher in the process of didactic orientation for textual comprehension, starting from the levels of help that lead to decision-making in the teaching-learning process. The conception of didactic orientation is assumed, where Cisneros (2015) defines it as:

Process and category of language didactics. He argues that it is a process that is a component of training, not only because of its relationship but also because of its intention. It is structured with aids that constitute its core and establish relationships with other components used with formative intentions and that are proposed in the structure of didactic orientation. (p. 43).

It is understood then that didactic orientation is a process of interaction to favor the acquisition of knowledge; the levels of help are directly related to the didactic procedures applied by the teacher as a guide, orientor and mediator of the formative process.

From the didactics of language and as a particularity of mediation, the didactic orientation is taken as a mainstay in the construction of meanings and senses which makes possible the appropriation of the accumulated culture, its deepening and, in addition, the willingness to teach to learn. Thus the didactic orientation has its main reference in the criteria supported by Cisneros (2015) who assumes the cognitive, communicative and socio-cultural approach.

It should be noted that the didactic orientation of reading comprehension in the area of Humanities, hierarchizes reading and comprehension, regardless of the relationship it has with the components analysis and construction, since these are separable from the didactic point of view, in order to facilitate their treatment; but as cognitive processes, in the act of communication, they are closely linked; therefore, they are a triad that acts cyclically and spirally in favor of the attribution and production of meanings.

The above reveals the relevance of the integration and interconnection of knowledge from the orientation of reading comprehension with a didactic vision in the teaching-

learning process of subjects in the area of Humanities, based on interdisciplinary and integrative activities.

When assessing such arguments, it can be considered as a process of interaction and intercommunication of several subjects, since they occur in a group in which the teacher occupies a place of great importance as a pedagogue who organizes and leads it, but in which positive results are not achieved without the protagonism, attitude and motivation of the student.

Therefore, it is necessary to influence the formation of communicative abilities and skills of the student for greater efficiency in the process of interaction with the teacher and quality in the development of the teaching-learning process. This would be a strategically important action for the qualitative change of the educational teaching work.

The teaching-learning process should be contextualized, developmental, personological and active, so as to enable the internalization and appropriation of knowledge of culture, expressed in ways of thinking, acting and learning. In this way, the formation of a solid culture based on the sciences of education, related to other sciences and humanistic training is guaranteed in order to form an integral general culture.

In this task, the teaching-learning of reading comprehension constitutes a fundamental factor for the achievement of such purposes, because through the knowledge and practice of its levels, in the study of the different subjects, the student will be able to access the contents taught or oriented by the teacher.

For this reason, the didactic orientation of reading comprehension occupies a prominent place in the teaching-learning process of the subjects in the area of Humanities in pre-university and is conceived as a fundamental objective directed from the study programs and the Master Program of the mother tongue at the educational level whose fundamental purpose is the development of the cognitive, communicative and sociocultural competence of the learner.

Reading comprehension is a process through which the student appropriates knowledge; develops skills, abilities, as well as convictions about the structure and functioning of his or her mother tongue, its planes, levels and its use in different communicative situations and contexts. It mediates in the analysis and construction of texts, and is present in the cognitive, communicative and sociocultural processes that originate in the different teaching subjects in relation to the other formative activities.

These considerations allow the approach to the influence of language in general and reading comprehension in particular, in the process of socialization of the human being with a holistic vision from the social practice. That is why language occupies today an important place in the system of philosophical knowledge.

The interdisciplinary study of reading comprehension has been addressed since previous decades. At present, among others, advocates for an interdisciplinary pedagogy that teaches to learn, to think scientifically, to have research interests and to be self-taught. The mastery of science and technology requires the ability to read and listen attentively, to communicate and share information, which is not independent of the content.

To define reading comprehension as an interdisciplinary node, the systematization of Rodríguez (2008) is assumed, in his doctoral thesis where he delves into the term node. Articulation and interdisciplinary nodes differ from cognitive nodes, since he states that the former have other origins and purposes, although he does not exclude the possibility that, in some cases, they may coincide. Álvarez (2004) takes up the definitions of Hernández (1993) by assuming, as a cognitive node, a point of accumulation of knowledge (concepts, propositions, laws, principles, theories, models) around a concept or a skill.

On the other hand quotes Alvarez (2004), who defines as main nodes "(...) those that are distinguished by their cultural relevance or their applications to practice" (p. 9). She goes on to point out the need to determine relevant problems at the macro level. This author considers that: "(...) the cognitive component of the problem under consideration constitutes, then, an interdisciplinary node, which connects the main nodes of the disciplines" (p. 9).

We agree with Fiallo (2001) when he states that: "(...) the node by its content, highly structured, allows integration with other potential nodes of other disciplines, to constitute, as a whole, another potential node of a higher quality than each one of them independently" (p.68).

To interdisciplinary cognitive nodes as central elements that unite the concepts of Multidisciplinarity, Interdisciplinarity and Transdisciplinarity and allow integration in the teaching-learning process, during teacher training, since this is by nature, interdisciplinary.

Interdisciplinary nodes are identified and formulated according to their scope: general (if they represent the deepest and most universal reflection of the interdisciplinary reality) and specific (if they reflect the most specific properties of this reality).

To ensure interdisciplinarity, in addition to the formulation of the interdisciplinary nodes, a didactic structure is required to ensure correspondence and coherence between the conception, conscious organization and functioning of the elements that promote it, as well as a systemic relationship between the logic of science, the structure of the subject and the curricular design.

In addition to these elements, it is necessary to integrate the cognitive and the articulatory, so that it becomes a space for interaction between teacher and students, to meet the needs of the latter.

In order to define reading comprehension as an interdisciplinary node in the teaching-learning process in the area of Humanities in pre-university, it is necessary to state that the criteria of ICCP researchers on the teaching-learning process are assumed as the essential mediating way for the appropriation of knowledge, skills, behavioral norms and legacy values, expressed in the teaching content, in connection with the rest of the activities carried out by the students.

To achieve the above, it is necessary to resort to the interdisciplinary foundation of its levels and cycles from a close dialectical-materialistic relationship between the contents of the subjects of the Humanities area in pre-university, articulating the formation of a system of knowledge, skills, feelings, values, convictions, which is based on a dialectical-materialistic methodology and a personological approach, aimed at the integrality of knowledge, the cultivation of sensitivity and spirituality.

Thus, reading comprehension is defined as a systematized, intentional and conscious process, in which reading and its comprehension is oriented as a transversal macro-axis and essential way of transmission and acquisition of knowledge of the subjects that integrate the area of Humanities, from the transit through the different levels of reading comprehension from a cognitive, communicative and sociocultural approach and the adequate approach of the didactic components of the teaching-learning process of the subjects of the area.

Thus, reading comprehension must be harmoniously assumed as an interdisciplinary node in the didactic components, from its conception as a transversal macro axis that crosses the curriculum at all levels of education, because it is a relevant, valuable and necessary cultural content for life, coexistence and interaction in human activity.

It contributes to the assumption of critical and adequate positions in the face of professional and social problems, so that all subjects must contribute to its mastery as an omnipresent element, which must be manifested in all educational activities. Reading

comprehension must go beyond the fragmentary, the instrumental or occasional; it must go beyond the boundaries of academic spaces, of training centers, and be approached in an interdisciplinary manner.

Methodological preparation activities for the didactic orientation of reading comprehension as an interdisciplinary node in the Humanities area of pre-university

In the methodological preparation activities developed, the pedagogical value of helping students in the teaching-learning process was considered. In this task, it corresponds to the teacher, as a mediator, to apply stimulating options and levels of help that favor reflective thinking based on cognitive actions that lead to the expression of judgments and valuations from the integration of knowledge and meanings, taking reading comprehension as a node of interdisciplinary articulation.

Thus, in the didactic orientation of reading comprehension, levels of help should be offered in three fundamental moments.

1. Level of help before reading. A whole planning process takes place in order to guide the student in the search for information prior to reading, which will be of great help for reading comprehension. In this level of help, starting from the title and images, predictions or hypotheses are formulated about the theme, characters and main actions of the text as a previous orientation of the student towards the search for information related to the content of the text.
2. Level of assistance during reading. A whole process of listening and reading takes place in a situation model in the reading process (as the reader advances in the reading of the text, he/she checks and refutes hypotheses, thus formulating and reformulating his/her inferences about what comes next).
3. Level of assistance after reading. A whole process of supervision occurs after the reading process. Cognitive strategies should be considered to monitor the results of the process. This involves summarizing; formulating and answering questions and retelling and using graphic organizers.

The following is an example of a reading comprehension didactic orientation activity as a node of interdisciplinary articulation.

Unit 2. 10th grade

Objective: To value the role of work in the formation of man's social conscience, the development of the first artistic, literary and cultural manifestations, through a given fragment, for the development of communicative skills and the mode of action.

Teacher's guidelines:

Level of help before reading:

- a) In Spanish-Literature classes you studied work songs as a manifestation of primitive poetry. Refer to some of them.
- b) What are the main themes addressed in work songs?
- c) Why are they considered work songs?
- d) Make notes on what you consider to be a relationship between the purpose of work songs and the following quote taken from Engels' article: "The role of labor in the transformation of the ape into man":

Levels of help during reading:

Evaluated oriented activities, as independent study of the previous class, seeffect the silent reading of the text, as many times as necessary and then sedesarrolla a model reading of the text by the teacher.

Read the following text.

Labor is the source of all wealth, say specialists in Political Economy. It is, indeed, on a par with nature, which provides all the materials that he converts into wealth. But labor is much more than that. It is the basic and fundamental condition of all human life. It is so to such a degree that, to a certain extent, we must say that work has created man himself.

Levels of help after reading:

The activities are oriented for the transit through the three levels of comprehension. It is a question of making a closing, summarizing briefly what has been exposed by means of the evaluation of the ideas appeared in the text.

Intelligent comprehension.

1. In the previous quotation a key word is repeated. What is it?
2. In what historical moment does the work appear?

Critical understanding.

1. What importance did it have in the development of man's material and spiritual life?

2. Do you agree with the first expression of the text? Comment taking into account your knowledge of Political Culture and History.

Creative comprehension:

- 3- Translate into English the first grammatical sentence of Engels' quotation.
- 4- Write a paragraph in which you express your opinion that work has created man himself.

Conclusions

The study carried out reveals the main theoretical-methodological references in the didactic orientation for reading comprehension as an interdisciplinary node, which constitute key references for the development of the cognitive, communicative and sociocultural competence of the pre-university student, the prevailing linguistic conceptions at each moment that left their mark on the didactics of language, and that thanks to their study today we speak of a transition to the didactics of speech.

The activities of didactic orientation elaborated became essential resources to promote interdisciplinary reading comprehension in students from the treatment of textual diversity and the attention to other competent people.