

The understanding of the works of the classics of Marxism-Leninism. Your Cultural Identity
La comprensión de las obras de los clásicos del Marxismo-Leninismo. Una mirada en los profesionales de la Cultura Física

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ABSTRACT

The treatment of the understanding of the works of the classics of Marxism-Leninism in Philosophy is addressed, which constitutes a problem in the teaching-learning process. A system of activities for reading comprehension is proposed in these works, facilitating dialogue among generations where the value of inclusive policies of the Cuban social process is highlighted as part of the rescue of cultural identity. Theoretical and empirical methods were used that allowed the identification of the insufficiencies and the evaluation of the activities.

RESUMEN

Se aborda el tratamiento a la comprensión de las obras de los clásicos del marxismo leninismo en la Filosofía, lo cual constituye una problemática en el proceso de enseñanza – aprendizaje. Se propone un sistema de actividades para la comprensión lectora en dichas obras, propiciador del diálogo con los profesionales de Cultura Física donde se destaca el valor de las políticas inclusivas del proceso social cubano como parte del rescate de la identidad cultural. Se utilizaron métodos teóricos y empíricos que permitieron la identificación de las insuficiencias y las valoraciones de las actividades.

Keywords

Reading comprehension; Cultural identity; Generational dialogue.

Palabras claves

Comprensión lectora; Cultura Física; Diálogo generacional.

INTRODUCTION

Preparing man for life means, above all, providing him with a cultural and scientific training that allows him to assume reality in terms of the social significance of the world, which should allow him to act consistently as a social being, as a transforming entity and as a producer and reproducer of social life. The problem of appropriation in social significance requires knowledge, skills and attitudes, although the issue of human values cannot be ignored, where the student has to know them, internalize them, assume them and subsequently take them to a conscious practice.

One of the ways that man has to appropriate this social significance of human values is comprehensive reading, in this case of the works of the classics of Marxism-Leninism in function of the rescue of cultural identity. In order to strengthen these feelings of identity, it is necessary to begin by promoting reading habits in students, in such a way that the study, the recognition, by what is close and by their locality, develops from the understanding of the works of the classics of marxism leninism. It is then pertinent to agree with Seijas (2008), when he states that "...the educational institution as the most important cultural center of the community must project itself for the development of cultural identity, using for this the contents of the curriculum of each grade", fact that has a specific connotation in the context of training of Physical Culture professionals.

The issue of cultural identity has been addressed by multiple researchers. Authors such as: García and Baeza (1996), Tejeda (2000), Laurencio (2002), Álvarez (2003) in their research refer to different ways to promote the formation of cultural identity from the educational institution, but they were not proposed among their objectives. carry out educational activities that allow the insertion of these results in the teaching-learning process. Based on this analysis, it is observed that the pedagogical praxis requires the development of cultural identity as a premise for the promotion of national identity.

On the other hand, from science, answers have been sought to these demands that now constitute basic assumptions for the development of the present investigation, for this reason a system of activities is proposed for the reading comprehension of the works of Carlos Marx, Federico Engels and Vladimir Ilich Lenin, that promotes the recognition by future Physical Culture professionals of cultural patterns typical of the territory and its context of action, based on the cultural and dialectical transformation of Cuban socialism.

The research was conceived from the scientific problem of how to contribute to reading comprehension at work with the works of the classics of Marxism-Leninism, in students in Physical Culture training for the rescue of cultural identity? The objective is to develop a system of activities, for reading comprehension at work with the works of the classics of Marxism-Leninism, which encourages the

development of a dialogue from the teaching-learning process of Physical Culture and thus contribute new knowledge for the training in human values in students. Raise your comprehensive general culture, to share, socialize, raise awareness and to know how to do from practical activity, since you learn to read, from our own experiences and it is possible to recognize identity cultural patterns to save the culture that is to strengthen with its lights and Shadows to Cuban Socialism.

DEVELOPMENT

The pedagogical value of reading comprehension.

The importance of this research work goes through the need for Physical Culture students to be able to carry out a comprehensive reading of the texts of Carlos Marx, Federico Engels and Vladimir Ilich Lenin in order to raise human values through activities. physical and/or sports that they carry out and in this way contribute to the rescue of cultural identity. There have been several researchers who have worked on this topic and have highlighted its importance.

From the above, it agrees with the concept of textual comprehension contributed by Roméu, A. (2003), when expressing that it is a complex and dynamic process, during which the subject interacts with the text that he interprets, through the application of cognitive strategies and metacognitive, 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 attributes new meanings to the text to from your inferences.

It is a process of attributing meanings to the text, unlimited inferences and re-elaboration of the text by the reader, who enriches it with his own knowledge. But Roméu, A. (2012) also refers to the level of reading comprehension, which is the degree of development that the student reaches in obtaining, processing, evaluating and applying the information contained in the text. But one cannot speak of reading comprehension if the pedagogical value of the subject's interaction with the text and his ability to read comprehensively are not highlighted. It includes the independence, originality and creativity with which he evaluates the information.

It includes the levels of translation, interpretation and extrapolation. Intelligent comprehension: the moment of perception of the surface form, the capture of the literal meaning, the elaboration of inferences and the creation of the propositional base, until the construction of the referential situation model takes place at this level. It is also called the translation stage, but the term does not sufficiently highlight the productive part of this process, since it implies not only capturing what the text means, but also attributing meaning to it based on knowledge and experiences. In it the reader captures the literal or explicit, intentional or implicit and complementary meanings.

Critical understanding: the reader assumes an attitude of acceptance or rejection of the content of the text. For this he thinks, judges, comments, values and takes sides for or against.

If a comprehensive reading of the texts of the classics of Marxism-Leninism is carried out, taking into account the elements already indicated above, in this way one is learning, to the extent that reading communicates, allows one to approach the world of meanings and offers new perspectives or opinions on certain aspects. Thus, comprehensive reading approaches knowledge and will always make an essential contribution to the reader's own culture, because a learning process occurs in it when it is read with pleasure.

What purposes can we value from a comprehensive reading based on forming human values in Physical Culture students? From what purposes or objectives do we practice it in physical and/or sports activities for the sake of rescuing cultural identity? The answer to these questions can be summarized in the following ideas:

- Comprehensive reading to obtain information, to know, to know.
- Comprehensive reading to express an opinion, interact and act. We use it when:
- Comprehensive reading to be entertained, to enjoy, to create, to play and to recreate.

Reading is above all putting to the test a process of proposing hypotheses and interpretation, understanding this last term, as putting oneself among the parts of a text and venturing to explore various ways of searching for inference, hypothesis, corroboration and evaluation. When we face the process of a comprehensive reading, we are always anticipating possible interpretations that are the result of knowledge and cognitive operations of various kinds: the knowledge that the reader drags along and that is the result of his life experience and the knowledge that it contains. the text based on their formation in values. "Culture, as an expression of the multifaceted humanist task, becomes a point of confluence of the diverse, insofar as it supposes the contribution of generations in different time - space, from also diverse edges and perspectives, both as a process and as a product, and that is expressed in the values. (Portales Mendoza, 2009, p.4) Here is the role of the essential activity of the Physical Culture professional, since sport constitutes one of the broadest forms of transmitting culture. There are elements that the author lists and considers to be key for the development of reading comprehension at work with the works of the classics of Marxism-Leninism and that Physical Culture teachers have to intentionally achieve these activities from each of their spheres of action, if you want to rescue cultural identity from forming human values in students:

- Know how to listen.
- The exchange of meanings when interacting with the texts.

- Properly use language, in accordance with the rules of use, as a mechanism for acquiring knowledge and interpreting reality and as an essential tool for intellectual work and any kind of learning.
- To speak with complete certainty, carrying out a very spectral analysis of the phenomenon.
- Critically assess, with gradual independence, the beauty of the works studied, in this case, the classics of Marxism-Leninism and take into account the unity of content and form.
- There is a confrontation of ideas, respecting the criteria, regardless of whether they are divergent.
- Given the delivery of ideas, an environment of socialization is created.
- From the communication, the recognition of the value that the text has, in the contextualization of contents and in the intertextuality that seeks the objectivity of the analysis.
- Conclusions are reached, always giving an outlet towards practical activity in the evaluative activity as part of that objectivity of the subject analyzed.

Being consistent with the previous analysis and to obtain the information in a more objective way, which pays tribute to the need to develop reading comprehension in the work with the works of the classics of Marxism-Leninism, theoretical, empirical and mathematical statistical methods were applied.

After having applied the activity system and to find out if there was a developer learning in the students, an exit diagnostic test was applied and it was possible to verify the feasibility of applying the activity system proposal through the results obtained. in the application of this instrument. There is a contribution from science, because when consulting the program of the discipline, we recommend that reading comprehension of the works of the classics of Marxism-Leninism be included as a practical class, which will reinforce the knowledge transmitted in a lecture class.

Since it is recognized that this activity is based on the students of Physical Culture and that it is contextualized to their activity, so it should be encouraged that the same in its interaction with knowledge and in each sphere of action, ascend to processing of information at a level of abstract theoretical thinking. Get the student to go in search of knowledge and have the ability to relate the parts and the whole, of causal relationships and the usefulness of knowledge. Obtain to stimulate the formulation of suppositions and hypotheses, the approach and solution of problems and the search for solutions to intentional the theoretical-practical value of the text.

Two examples are given that demonstrate the treatment with reading comprehension of two works: "The Manifesto of the Communist Party", by Carlos Marx and "The Role of Labor in the transformation of the monkey into man", by Federico Engels

Activities for the development of reading comprehension

Activity No I

Text: The role of work in the transformation from monkey to man.

Theme: Work in the formation of the new man, its contextualization as an expression of resilience.

Objective: to demonstrate through the use of sources, the importance of work for the formation of human values in the construction of socialism.

Method: Oral presentation, debate

Media: computer (digital presentation), other media

Bibliography: - Lessons in Marxist-Leninist Philosophy Volume I and II.

Engels, F. (1982). *Dialectics of Nature* by Frederick Engels. social Sciences

Lenin. V.I (1986). *Materialism and Empiriocriticism*. Town and Education

Procedures: observation, explanation, demonstration

Assessment:

"(...) work is the basic and fundamental condition of all human life and it is so to such a degree that, to a certain extent, we must say that work has created man himself (...)" (Engels, 1974)

Smart understanding:

- What does the author want to tell us?
- What is work?
- What is human life?
- What are the main activities that Physical Culture teachers carry out in their work?
- What is basic condition?

critical understanding:

- What do you think of the author's point?

Creative understanding:

- How do you consider that defending culture and national identity is developing in Cuba a conscious work in defense of the Ideology of the Cuban Revolution?
- Do you consider that work influences the physical preparation of the individual? explain.
- How do you consider the importance of work when talking about creative resistance in defense of the ideology of the Cuban Revolution?

Activity No II

Smart understanding:

- What does the author want to tell us?

- What is work?
- What is human life?
- What are the main activities that Physical Culture teachers carry out in their work?
- What is basic condition?

critical understanding:

- What do you think of the author's point?

Creative understanding:

- How do you consider that defending culture and national identity is developing in Cuba a conscious work in defense of the Ideology of the Cuban Revolution?
- Do you consider that work influences the physical preparation of the individual? explain.
- How do you consider the importance of work when talking about creative resistance in defense of the ideology of the Cuban Revolution?

Activity No II

Engels, F. (1974). *El Origen de la familia, la propiedad privada y el Estado*. En, C. Marx y F. Engels. *Obras Escogidas*. Progreso

Marx, C. y Engels, F. (2009). *Manifiesto del Partido Comunista*. Ciencias Sociales

Marx, C. (1985). *Prólogo a la contribución a la crítica de la economía política*. Editora Política.

Rosental M. y Ludin P. (1990). *Diccionario Filosófico*. Editora Política

Procedures: observation, explanation, demonstration

Assessment:

“In the same proportion in which the bourgeoisie, that is, capital, develops, the proletariat also develops, the class of modern workers, who only live on condition of finding work, and find it only while their work increases the capital. (Marx and Engels, 2009)

Smart understanding:

- What does the author want to tell us?
- What is the bourgeoisie?
- What is the proletariat?
- What is equity?

critical understanding:

- What do you think of the author's point?

Creative understanding:

- How do you assess the role of the Cuban proletariat before 1959 and its importance at present, when speaking of creative resistance as a way of doing politics?
- How do you value the existence of the proletariat as the gravedigger of capitalism on the world geopolitical map?
- How do you value the establishment of points of contact between the role of Cuban athletes in the international arena and the Conception of War of all the People in defense of the Ideology of the Cuban Revolution?

It was possible to verify the feasibility of the application of the activity system proposal and it was also possible to corroborate that there were transformations in the students of Physical Culture, an issue that is not limited only in its acceptance to the works of the classics of Marxism-Leninism, transcends in the aspect, the vision that students have of the usefulness of these texts, from a practical theoretical significance and that this is achieved with a more intelligent, dialectical approach

The design of the system of activities for reading comprehension in the work with the classics of Marxism-Leninism is the result of a pedagogical, humanist and revolutionary thought. The results from the qualitative and quantitative point of view show that there was a developer learning in the Physical Culture students, likewise, transformations in their modes of action were found, evidenced in greater identification with the identity values of the national culture.

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