

# ***Programa Literatura Infantil Local para la carrera Licenciatura en Educación Primaria Program for teaching Primary Education children using local literature***

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**Resumen:** En los planes de estudio vigentes para la carrera Licenciatura en Educación Primaria se ha concedido muy poco espacio para el desarrollo en los estudiantes del interés hacia la creación literaria del lugar donde vive, lo cual obstaculiza el rescate y promoción de los valores territoriales. En el trabajo se propone y fundamenta un programa de Literatura Infantil Local para la formación inicial de los estudiantes de la carrera Licenciatura en Educación Primaria, como resultado de la tesis de maestría de la autora principal.

**Palabras clave:** Educación Primaria; Planes de estudio; Literatura Infantil; Creación literaria

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**Abstract:** In the current syllabus for the Primary Education teachers, very little space has been granted for the development of students' interest in the literary creation of the place where they live, which hinders the rescue and promotion of territorial values. In this paper, a program that uses local literature in the teaching of primary education children is proposed. The proposal is based on the initial training of students of the Primary Education, and is a result of the M.Sc. thesis of the main author.

**Keywords:** Primary Education; Study plans; Children's literature; Literary creation

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## **Introduction**

In the current historical-social conditions it is imperative to preserve the culture of the locality. "Keep in mind that a people without vernacular literature is still unknown by itself ... The novel, the legend, the biography, the story, are bonds to unite us, eyes to see us, feelings to know and esteem us, that is, to be: to be for others and to be for ourselves "(Fornet, 1996, p.15).

The work of rescue of cultural values of the territory echoes the urgent need to save culture, as a way to save the country, to preserve identity, to promote spirituality in the individual. It also responds to a conception expressed by the pedagogue José de la Luz y Caballero, when he considers that the universal must be found in the local.

The delimitation of the local and the universal becomes complex, because of its relative nature, depending on the angle from which the problem is approached. Regardless of the value of the universal cultural heritage, the significance of cultural outbreaks of small populations should not be overlooked, which are of equal importance to those of entire nations, regions or the world.

As Acebo (1991) and Cuétara and Hernández (1999) have pointed out, establishing the relationship between locality and the rest of the country dates back to the late eighteenth century, when the Swiss pedagogue Juan Enrique Pestalozzi (1746-1827) gave a series of indications for the teaching of Geography.

In this order, in Prussia, Juan Federico Herbat (1776-1841) also turned his attention to the locality and took into account the known and coming to reach the unknown and farther. In Cuba, José de la Luz y Caballero, in 1835, emphasized the importance of children's knowledge of the history of their peoples in order to promote their love for the country and humanity, and with this vision guided the members of the Economic Society of Friends of the Country to collect data from localities, as an alternative to the colonial impossibility of elaborating a national history; an orientation that found its concretion in several local histories, what marks the beginning of the development of the historical science and the one of the teaching of the local history in Cuba.

The fact that in 1927, the Cuban pedagogue and historian Ramiro Guerra affirmed that the local history program was the most difficult didactic problem faced by teachers in elementary primary classrooms, offers an idea of how during the neocolonial republic this matter remained the center of attention; an aspiration that since the 90's of the last century has been systematized in the Didactics of the History of Cuba, it can find valuable research on different aspects of it.

In the Didactics of Geography the works of Cuétara (1998) and Cuétara and Hernández (1999) stand out, which affirm that the geographic space is an indispensable condition to carry out any local study and assume the term locality as that territory that allows the observations made during the learning activities of the students, either in the vicinity of the study center or in an area with a radius of approximately one kilometer, centered on the school (page 6)

Since the last decade of last century, in Cuba, in school geography the study of the locality is focused and assumed as a principle in geographical learning, which makes it possible, among other aspects, to recognize the unity and diversity of the world; establishing relationships of cause and effect between facts, objects, processes and geographical phenomena; develop the aesthetic sense of

schoolchildren in relation to the environment; and to strengthen the love of the place of birth, the country and its heroes and martyrs.

Taking into account the aspects discussed above, the present research assumes the criteria that locality addresses the researcher Salerno (2009) in her doctoral thesis who points to the locality as the place in which the personality of the subject is formed and developed; in the meanwhile, the locality is the geographic space in which the dialectical processes of individualization and socialization of the subjects during their life history occur; that is to say, in dissimilar concrete socio-historical circumstances, which leads to consider that from the pedagogical point of view, local studies should cover the facts, processes and phenomena that affect the pedagogical process, since they have occurred, occur and will occur in each of the municipalities and provinces of the country, as part of it "(p.23).

The precision made on the importance of the locality in the formation and development of the personality confirms the importance of the local children's literature in favor of the literary formation in the students of the race Bachelor in Primary Education; However, in relation to the studies of the local children's literature, only research has been found in the Higher Pedagogical Institute of Holguín and works of literary criticism on writers for children residing or not in the capital of the country, teachers and researchers of almost all the Cuban provinces.

The referent in local children's literature studies is that of the Children's Literature group of the Faculty of Early Childhood Education of the Pedagogical University of Holguín, which began its investigation since 1995, during the academic year 2004-05 passed to be part of the Project of Overcoming History of the artistic literary territorial culture, directed by Messeguer (2004-2008), which has allowed to introduce the results obtained not only in Primary Education; but also, in the Secondary Basic, and with an interdisciplinary approach, that favors the work with works of local plastic artists.

This research is having continuity in the new Research Project Literature and the arts in the territory of Holguin since the triumph of the Revolution, which will allow the constant updating of these studies, as well as the doctoral thesis of the researcher Ana María Ossorio Salerno offers essential referents for the research being carried out.

The aforementioned investigative results and the systematic participation in the National Encounters of Criticism and Investigation of Children's and Juvenile Literature co-sponsored by the

National Union of Writers and Artists of Cuba (UNEAC) and the University of Sancti Spíritus, as well as the exchange with the members of the Children and Youth Literature Section of the Association of Writers of the UNEAC, writers, librarians and other specialists in this field have shown that in all Cuban provinces there are authors and works that are part of the literary heritage of the nation.

Such criteria confirm the need to favor the approach of the students of the degree Bachelor in Primary Education to the local children's literature; however, their integration into the pedagogical model of training has not been achieved, which demands the use of the potential that this scenario has for such training; and in this sense, local children's literature is a reference of great value.

In the Spanish Literature major, the study of local children's literature must be approached as a historically conditioned process, which allows us to reveal the evolution of literary creation methods, it is essential to prioritize the direct analysis of the texts, from their reading during the work by the students. This will replace the explanation of the teacher for the analysis of students and optimize the time of teaching activity.

The analysis of literary texts will contribute to the development of skills for the achievement of students' communicative competence; will be placed in the position of assuming the roles of the critic and the creator. In order to achieve these goals, it is essential that in each form of teaching, students are taught how to use the language in different communicative contexts, which will allow them to discover the stylistic-functional characteristics of texts, with emphasis on their creative use , from the various manifestations of oral and written literature, as well as familiarization with other codes of communication.

Attention should be paid to interdisciplinary relationships by using the literary text that favors the interrelationship with the rest of the subjects of the year and of the curriculum in general because language and speech constitute the transversal macro-axis of the curriculum and allow to satisfy the communicative needs , both professional and in the different spheres of life, where other codes are applied, in addition to verbal.

The local literary knowledge will be received by the students as they appropriate the message transmitted through the texts selected by the teacher to achieve mastery of the basic skills: writing, speaking, listening and reading, and in the direction of the teaching - learning process. This is why it is assumed as an element that dynamizes the inclusion of local literary content from the

relationship between the general and the particular, as dialectical pairs, and the singular as a manifestation in the integration of universal, national and local literature, but doing emphasis on the authors and texts of the province.

Cuba and Guantánamo stand out in the contexts mentioned, since it is essential to distinguish the interest of the subjects to promote national and local identity among students, feelings of identity and belonging to both contexts, which will reveal national values and the profession specified in the selected figures and texts.

In the curricula in force, very little space has been granted for the development of students' interest in the literary creation of the place where they live, which hinders the rescue and promotion of territorial values. The system of knowledge shown tax the general education of the student as it will facilitate continuity of the basic academic training received at the previous level of education, this favors the student by knowing the authors of the world, their country and locality, as well as analyzing their creations and evaluate them both in the formal and the content.

Local literature favors the exchange of students with what is closest to them, allowing them to relate to writers who speak in their texts of the problematic centers of their interest. For this reason, the texts of writers such as Ana Luz García Calzada, Armando Puente Camino, Ramón Bartelemy Laffita, Gipsie Garrido, María Luisa Pérez López de Queralta, Lady Diana Castillo Villalón and Eldys Baratute Benavides have been selected and awarded at the territorial level. national and its texts are exponents of the most genuine of the locality.

This approach to the literary text is done with the interest of making the students of the race able to feel and appreciate the beauty and ideals in the local children's literature.

Encouraging them to read will encourage their teaching unit to teach Spanish Language classes, or other activities where they motivate their students through the expressive reading of texts or fragments of them.

## **Development**

In the program designed for the attention to local children's literature from the curriculum for the Primary Education major, the cognitive, communicative and sociocultural approach is systematized, based on Roméu's (2007) ideas.

The program of the Local Children's Literature course responds to a broad profile with mastery of communication and contributes to the students' cognitive-communicative-affective-emotional development, their axiological formation, their creativity and their general culture, to solve with problems that may arise in the exercise of his profession.

The program is based on the model of the professional of the Primary Education major which has among its general objectives:

- Master the mother tongue as a basic support for communication, which manifests itself in the understanding of what you hear, in speaking correctly and in writing with good spelling, calligraphy and writing, that allows you to serve as a linguistic model in your professional work.
- Demonstrate mastery of curriculum subjects and their development, with an emphasis on the knowledge of national and international history, English language and artistic and literary appreciation, showing an integral general culture in correspondence with the economic and social development of the country.

From the theoretical and methodological point of view, the proposed program is based on the principles for literary analysis, as stated by Montaña (2006):

- The principle of historicism: the relationship between the content of the work and reality, that is, objective reality is the conditioning of content, hence the need to link the work with the era of its creation, with its historical moment cultural reality and to relate it to the current reality to elucidate its validity.
- Principle of the partisan character of literature and its teaching: it establishes positions of principle of philosophical, ideological, political and aesthetic character for the analysis of works, from the perspective of dialectical and historical materialism.

The future graduate of the Spanish Literature major must have the knowledge that in addition to class as a fundamental form of the educational process there are other spaces of continuity of the process and moments, which appear collected within the model of primary school and that will promote the inclusion of the works of local children's literature; this must be an impact activity and is considered as the first class of history that they will receive at school, the initial conversation is also a moment in the educational influences of the school, has a duration of ten minutes and in it should be encouraged the protagonism of schoolchildren; the class, for its part, allows the student's contact with the teacher, which will make it easier for the teacher to introduce the different

knowledge related to the authors and works of local children's literature in their Spanish Language classes.

Other important moment that can be used for this purpose is recess, which must be assumed as an educational space cultural mediator and part of the formation of affective habits and relationships where pedagogical conditions are created so that students learn to share social spaces from positions of collaboration , tolerance, affection and responsibility.

The library is in turn an ideal place for the dissemination of works in its different stages, historical dates and others; the community also becomes a space in which the local children's works and authors can be divulged and the teacher must know it through another space such as the creation workshops from the first to the sixth grade and through the subjects Appreciation the Arts, Library affairs, Artistic Education and the one that constitutes the axis of all of them: Spanish Language, contributes to that end.

### **Local Children's Literature Program**

#### **Rationale**

The proposed program gives special interest to the rescue of territorial values and their promotion, so this means for the teacher to show interest in the literary creation of the place where he lives, studies or works. All of this is relevant at the present time, since it is about the Cubans appreciating and defending their national culture.

For this reason, it is emphasized, within the program's knowledge system, the study of Guantanamo writers of children's literature that will allow the teacher not only general knowledge to appreciate and value the literary text, but also data about their production , life and work.

The contents are distributed in three themes in which it is proposed the study of authors and texts representative of the three fundamental genres of literature, as well as their main generic forms, selecting among the most relevant within Guantánamo literature.

The eminently practical nature of the program facilitates the achievement of skills in expressive reading, recitation of poetic texts, oral narration and dramatizations of children's literary texts, so that the teacher acquires not only the basic knowledge in each subject but also implement them in school practice.

It is proposed to begin with the theme for the epic genre, bearing in mind that the first manifestations appeared in this genre, especially in children's literature. Subsequently, we will move to topic 2 for the analysis of texts belonging to the dramatic genre, so that teachers will go deeper into the categories known in the previous topic, while distinguishing the particularities they acquire when they are worked for comedies, tragedies, farces or dramas. At the end of the program, the study of lyrical texts will be carried out, in which categories previously mentioned are reiterated, but incorporating new ones that acquire concretion only in this genre.

### **General objective:**

Apply the concepts, laws, principles and procedures of literary analysis in the study of the artistic and extra artistic aspects of texts of the local literature for the development of activities that allow it to direct the instructive and educational work in the formation of aesthetic taste, sensitivity and interest in reading and knowledge of texts with true ethical and aesthetic values.

### **Skills system:**

- Read orally texts written in prose and verse.
- To value the artistic and extra - artistic aspects that make up the literary text.
- Explain with coherence, fluency and precision the considerations and judgments elaborated on the aspects of the literary texts analyzed.
- Narrate, dramatize and recite texts or fragments of texts representative of the three fundamental literary genres of literature.

### **Objectives and contents by themes:**

#### **Theme 1. The epic genre**

#### **Objective:**

Apply the concepts, laws, principles and procedures of literary analysis in the study of the artistic and extra - artistic aspects that make up the text of writers representing the epic genre in the local literature for the development of activities that facilitate the instructional and educational work in their sphere of action.

#### **Contents:**



Concepts of narrative categories: argument, motive, character, stage, environment, narrator point of view, language, structure, theme and subject. Generic forms: story, fable, legend, story, anecdote. Literature in Guantánamo. Historical background (from the origins to the present time) Presence of the Guantánamo narrators of children's literature in our context.

Study of the stories of Armando Puente Camino, Lady Diana Castillo Villalón and Eldys Baratute Benavides.

## **Theme 2. The Dramatic Genre**

### **Objective:**

Apply the concepts, laws, principles and procedures of literary analysis in the study of the artistic and extra artistic aspects that make up the dramatic text of writers representing this genre, in order to facilitate the efficient management of their instructional work and education in its sphere of action.

### **Contents:**

Concepts of: dramatic categories: plot, character, stage, environment, language, structure, subject and subject. Generic forms: comedies, tragedies, drama and farce.

## **Theme 3. The lyrical genre**

### **Objective:**

Apply the concepts, laws, principles and procedures of literary analysis in the study of the artistic and extra artistic aspects that make up the poetic text of writers representing this genre, for the development of activities that facilitate the efficient management of their instructional work and education in its sphere of action.

Contents: concepts of lyrical forms or manifestations: sonnet, copla, anthem, elegy, song. Lyric categories: motif, language, measure, rhyme, type of stanzas, subject and subject. The Guantánamo poets. Reference to your life and text. Study of the poems of: Ana Luz García Calzada, Ramón Bartelemy Laffita, María Luisa Pérez López de Queralta and Gipsie Garrido.

### **Thematic plan and time distribution:**

Theme	Denomination	lesson	Seminar	Practice	Total
I	The epic genre	2	2	10	14

II	The dramatic genre		2	8	10
III	The lyrical genre	2	2	8	12
	Total	4	6	26	36

**Essential values:**

- Ethical and aesthetic values.
- Defense of kindness and justice.
- Patriotic and revolutionary values: love of the Homeland and Humanity, rejection of imperialism and any system of oppression.
- Human values of literary texts.
- Identity and sense of belonging.
- Love the profession and children.

**Methodological and organizational guidelines:**

The subject will be developed essentially through the practical classes, which will focus on the development of skills in students, not forgetting the theoretical basis that serves as a foundation for these, for it is proposed 2 hours of lecture at the start of topics 1 and 3, in order to bring students closer to the theoretical elements that will serve to interact with the literary text. The initial conference will be the presentation of the subject, the diagnosis and will guide the final work, which consists of the presentation of a paper, which includes the comprehensive analysis, taking into account the categories studied, the local literary children's text that is oriented.

The first conference will pay attention to the literature in Guantánamo, for it must rely on the prologue of the Dictionary of writers Guantanamo written by Risell Parra Fontanilles and the work of Juan Torrel on the beginnings of literature in Guantanamo; the teacher will make a historical review of the literature in the province from the origins to the present, we will also value the presence of the Guantanamo narrators of children's literature in our context. It should be addressed in addition, in the historical review of literature in Guantanamo, related to local children's literature in the different stages or historical periods from the nineteenth century to the present day.

In addressing the epic genre, we must take into account, among other resources, its manifestations, sources of nourishment, authors and representative texts, topics it addresses, narrative style, character of conflicts and characters, literary forms, linguistic resources, forms elocutivas that it employs, as well as the presence of reality and fantasy in those texts.

The concepts of narrative categories: argument, motive, character, stage, environment, narrator point of view, language, structure, theme and subject will be addressed as well; the generic forms: story, fable, legend, story, anecdote and a brief historical review on the literature in Guantanamo from the origins to the present.

At the end of the topic of the epic genre, a generalizing seminar is held in which students can summarize and arrive at generalizations about the main generic forms of gender addressed by the local literature, emphasizing in the story as the most representative and with the greater number of writers who have approached it. For the realization of this seminar they can be supported in the search of information in institutions of the province as Houses of Culture, UNEAC, Hermanos Saíz Association, libraries and others, in which they will find enough information for the deepening in the content that is studied.

In theme II, which is devoted to the study of the dramatic genre, we will begin with the practical classes, since the texts belonging to this genre are essentially manifested through the same categories of the epic genre, with few differences that the student has to discover. From the management of the concepts already learned, 2 hours will be allocated for the seminar in which the knowledge related to the characteristics of the studied genre will be assessed, making the specifics corresponding to the locality, can be analyzed *in situ*, through interviews with writers and representatives of the Ministry of Culture of the province how much the existing theatrical groups (Guiñol and others) contributed to the development of the theater in the locality.

With regard to theme III, which deals with the study of texts belonging to the lyrical genre, a lecture will begin where the concepts of language, motives, subject, subject, as well as measure, rhyme, types of stanzas and their various manifestations, or the stófica organization that the lyrical poems acquire; from this the practical classes will be used so that the student, in addition to systematizing the analysis of these categories, is in contact with new and proper ones of the sort; will also develop the ability of recitation with all the expressive and intonational resources they need.

The final seminar should be carried out, as in the previous topics, by evaluating in the mentioned institutions of the locality criteria, new bibliographies on the subject, interviews to the writers and representatives of the Ministry of Culture, to achieve the deepening in the characteristics of the genre and its peculiarities within the province as well as the authors and most representative works.

In the dramatic genre, there are no outstanding authors in Guantánamo, although the production of the Guantánamo- Baracoa theatrical crusade and that of the Guíñol theater must be recognized, which is why it is recommended to adapt stories for dramatizations and staging of children's texts.

In doing so, it must be borne in mind that the staging of stories, poetry, fables and historical facts carried out in primary schools require an earlier preparation that implies the adaptation of the work to a dramatic piece. This exercise raises the need for the teacher or the children themselves to master the essential aspects of the theatrical technique, such as precise dialogues, characterization, character development and awareness of the importance of action and conflict.

In order to extend the scope of the subject, the possibility of contacting writers and artists of the locality should be considered for lectures, recitals, conversations, book reviews and other activities that stimulate interest in literature. The possibility of attending extraclassic theater plays for children, talks with directors, actors and playwrights should also be considered. It is suggested to use the projection of films, cartoons, recordings of songs, poetry, narrations and other means that complement the analysis of texts and the ways of making them reach the children, without it replacing their reading.

In the work practice can be carried out tasks that are derived from the organization and direction of reading circles with children, the provision of talks and simple conversations for the dissemination of writers' texts, the promotion and development of reading contests, declamation and written expression, the creation and application of didactic games related to literature as well as the elaboration of means of teaching that can be used in Spanish Language classes.

As part of the research component will develop tasks such as preparation of various types of fiches, summaries, synopsis, reports of readings, reviews, works of literary criticism and analysis of reading texts in force in Guantánamo. It is important the work that the students will carry out in the libraries of both the teaching units where they are inserted as in the university, in which they will do research that will facilitate the investigation of the author's data, about his life and work and other inherent elements to the literary text analyzed.

The link with local cultural institutions: UNEAC, public libraries, Hermanos Saíz Association, Houses of Culture, museums, art galleries and also visits to primary schools, institutions, libraries, theaters, exhibitions, museums, city tours and other , will favor the preparation of the student for the future confrontation with his work as teacher and to know the ways to relate the school to the community.

### **Evaluation system**

Because of the eminently practical nature of the subject, the systematic evaluation of practical classes becomes of particular importance. These evaluations can be done not only in the academic component, but also in the work and research, which presupposes the appreciation of children's literary texts, the reading of texts of different genres, recitation, adaptations and dramatizations.

A final written paper will be presented and will be presented orally, this will be related to the analysis of a text, its adaptation, representation, narration or recitation.

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## Conclusions

From what is expressed in the work we can conclude about the relevance of the teaching of local children's literature based on the cognitive, communicative and socio-cultural approach. In assessing the role of local children's literature in the training of undergraduate students in education Primary should emphasize the importance of locality in the formation and development of personality, which confirms its scope in favor of literacy training in Spanish Literature students.

The program of the Local Children's Literature program responds to a broad profile, with mastery of communication, which contributes to the student's cognitive-communicative and socio-cultural development, to his axiological training, his creativity and his general culture, to solve problems independently that may be presented to him in the exercise of his profession.

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