

UNIVERSITY OF SANCTI SPIRITUS
“JOSE MARTI PEREZ”
FACULTY OF PEDAGOGICAL SCIENCES

MAJOR PAPER

EDUCATIVE ACTIVITIES DIRECTED TO REINFORCE
THE RESPONSIBILITY VALUE IN STUDENTS FROM
“RUBÉN MARTÍNEZ VILLENA” ELEMENTARY
SCHOOL

AUTHOR: ALEJANDRO BORGES GARCIA

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DEDICATION

My investigation is devoted to my whole family, the ones who supported me and guided me all the time. Specially my mother and my grandmother, who are always there supporting me and guiding me in everything I need.

GRATITUDE

I would like to express my whole gratitude to all the people who supported and helped me out when I most needed it, and my deep gratitude for all who shared these memories with me, specially, to my tutor who always supported me in all I needed.

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ABSTRACT

The aim of the present research is to apply educative activities to develop responsibility through the French Study Group, in students from the elementary school "Rubén Martínez Villena". For its realization some methods of educative investigation were used: theoretical, empirical and mathematical methods. There are instruments that are associated to them, those instruments contributed to obtain information in pre-test. Theoretical and methodological backgrounds that sustain values in general and the education on responsibility: particularly the characteristics of the student's education, the objective and field peculiarities, and the potentialities of French lesson to achieve greater levels of responsibility. The selected sample was composed by 20 students of the elementary school Ruben Martinez Villena. It describes the results of the instruments application as part of the pre-test level; the participatory techniques are characterized as the logical continuity and its behaviour.

RESUMÉE

It describes the results of the instruments application as part of the pre-test level; the participatory techniques are characterized as the logical continuity and its behaviour.

Le but de cette recherche est d'appliquer des activités éducatives pour développer la responsabilité chez les étudiants d'un groupe d'intérêt de français à l'école primaire "Rubén Martínez Villena". Pour développer cette recherche, on a employé différentes méthodes du niveau théorique, empirique et mathématique, ainsi que des instruments en rapport avec ces méthodes et lesquels ont contribué à obtenir l'information nécessaire pendant le pré-expérience. Les fondements théoriques et méthodologiques qui soutiennent les valeurs en général et l'éducation de la responsabilité: spécifiquement les caractéristiques de l'éducation des étudiants, l'objectif, les singularités et les potentialités de la classe de Français pour un meilleur niveau de responsabilité. L'échantillon choisie est composé pour 20 étudiantes de l'école primaire "Rubén Martínez Villena". L'investigation donne des résultats à partir de l'application des instruments de niveau de la pré-expérience, les techniques de la participation sont caractérisées pour la continuité logique de son comportement.

INTRODUCTION

The communist formation of new generations has always been an aspiration of the state, the family and the community. That is why, at schools, the Ministry of Education has remarked as one of its priorities the political and ideological work as an essential aspect to form really responsible youngsters, able to defend our Revolution.

Students accept values in the way they are offered by their teachers. In spite of the efforts carried out by the different organizations existing in Cuba, to better up Education, some problems still exist in the school regarding to the value formation. There are lots of procedures, and ministerial rules to follow, but they do not solve problems, they indicate the way of proceeding, and it must be adequated to the features of the students, the characteristics of the school and the diagnosis.

In the transformation process of the Education in Cuba, schools are having changes in its educative model, improving the new project through the ideas and new concepts with the objective of getting an Integrated General Culture as an expression of the Educational Revolution in the country.

Due to this reason, to give fulfillment to the educational politic designed by the Communist Party of Cuba and which the Ministry of Education materializes, it is essential the political-ideological formation and the values education of the youngsters, with the objective of preparing them for defending the country, the Revolution and the Socialism.

In Cuba the problem of formation of values, since the point of view of the schools has its roots in the pedagogical labour of outstanding personalities that have developed teaching since the end of the 18th century. The main theoretical contribution about this subject can be found in the works of eminent patriots and pedagogues such as Jose Agustin Caballero (1762-1835), Felix Varela (1788-1853), Jose de la Luz y Caballero (1800-1862), Jose Marti (1853-1895), Enrique Jose Varona (1849-1933), Alfredo Aguayo (1866-1948) and others.

Once in the job training-practice, the author realized that the students were not very responsible at “Rubén Martínez Villena” elementary school. This was consulted with the bank of problems of the school, specialized bibliography and the methodological preparation.

The aspects that showed irresponsible conducts were: incorrect use of the uniform, indisciplines, unpunctualities, low care of the study material, unmade independent tasks, forgetting workbooks, notebooks and school materials, scarce study, scarce reading and updating habits.

Because of all before exposed it is necessary to reinforce the education of responsibility value in students from “Rubén Martínez Villena” elementary school. For all this, it has been determined the following **scientific problem**: How to contribute to reinforce the responsibility value in students from “Ruben Martinez Villena” elementary school?

Then, the objective of this investigation is to apply educative activities to reinforce responsibility value in students from “Rubén Martínez Villena” elementary school.

To achieve the objective of this investigation, the following scientific questions were taken into account:

1. Which are the theoretical foundations that sustain the reinforcement of the responsibility value in students from the elementary school?
2. Which is the actual state of the reinforcement of the responsibility value in students from “Ruben Martinez Villena” elementary school?
3. Which structural and functional aspects must be considered in the conception of the educative activities to reinforce the responsibility value in students from “Ruben Martinez Villena” elementary school?
4. Which is the contribution of the educative activities made to reinforce the responsibility value in students from “Ruben Martinez Villena” elementary school?

To provide answer to these scientific questions, the following investigation tasks were conceived:

1. Determination of the theoretical foundations that sustain the reinforcement of responsibility value in students from the elementary school.
2. Determination of the actual state of the reinforcement of responsibility value in students from "Ruben Martinez Villena" elementary school.
3. Elaboration of the educative activities to reinforce the responsibility value in students from "Ruben Martinez Villena" elementary school.
4. Checking of the effectiveness of the educative activities to reinforce responsibility value in students from "Ruben Martinez Villena" elementary school.

Some investigation methods were taken into account:

From the theoretical level

Historical–Logical: It was used in the study of all the bibliography related with the study objective problem to the formation of the responsibility value.

Analytical-Synthetical: It was put into practice during the determination of theoretical backgrounds, making an analysis of the criteria which have relation with the topic and the normative documents of the education and synthesis, the fundamentals ideas which permit to determine the requirements for the responsibility value.

Inductive-Deductive: Permitted to arrive to conclusions about the assimilation level of knowledge that the students presented to reinforce the responsibility value. Besides, it permitted to arrive to the generalization about theoretical elements.

From the empirical level:

Survey to students: It was used in the investigation, to gather information of the real situation of the responsibility value, obtaining empiric facts to develop the pedagogical work and to arrive to conclusion.

Documentary Analysis: To deepen in the bibliography specialized in pedagogical, psychological and philosophical backgrounds about the aspects selected.

Observation guide: It was used to check on the students' behavior with the responsibility elements.

From the statistical and mathematical level:

The **percentage calculation:** To describe the fact obtained from the application of the designed instruments.

The **population** and the **sample** of the research were the 20 students from “Rubén Martínez Villena” elementary school that belong to the French Study Group.

The **scientific novelty** of this investigation is based on the conception of activities that are carried out through the lessons of a French Study Group, intending to reinforce the responsibility value in students from “Ruben Martínez Villena” elementary school.

The investigation has its training importance based on the fact that the activities give the students the knowledge for developing their tasks with efficiency and quality according to their duties and according to the exigencies of the Educational Revolution.

In the compilation of this research the structure is the following: introduction, development devoted to the theoretical referential foundations regarding to responsibility at school and dedicated to the diagnosis, the proposal of activities and the analysis of the results, conclusions, recommendations, bibliography and finally the annexes.

DEVELOPMENT

For any effort directed to the education of values, it is necessary to have a theoretical and determined knowledge that would have made possible the comprehension of the complex of this phenomenon and to orient in a way it should be acted to obtain the wanted results, always taking into account that this is a whole life task. Values are an important part of the ideological and spiritual world of the society and of the inside world of the individual, which are a production of the consciousness (social and individual) and they exist with unity and difference with the antivalues.

First of all, it should be précised what values are.

According to the investigator Jose Ramon Fabelo (1989), value is the capacity that determined objects and phenomena of the objective reality have for satisfying any human necessity, it means, the social determination of this objects and phenomena consistent in its function of serving to the daily activity of man.

Values that are formed in the consciousness of an individual are the result of an influence, by one side, of the objective values of the reality with its constants dictations, and by the other side, of the institutionalized values which are gotten in a way of ideological, political pedagogical speech.

These influences are done through different mediations; family, school, neighbourhood, working groups, artistic culture, the media and social organizations. That is why; values are formed in the process of socialization under the influences of many factors.

Sociological and Pedagogical principles of the formation of values

In the formation of values, there should be a set of sociological and pedagogical principles, which cannot be obviated when structuring the methodological conception of the treatment of values.

These principles are illuminating and guiding opinions of departure for the development of the educational activity of teachers. The sociological principles are

directed to the nature and essence of values as a phenomenon of ideological and spiritual life of the society and the individual.

From the whole social factors that interact with the sphere of values, the economic factor of last resort is determining.

This decision is not fatalist because values are erected like ideals that orient the activity of the individuals toward the transforming attitudes of the reality.

The adequate preparation of the students, carrying out the quality of the learning and the laboural formation of the students, constitute other of the directions in which the efforts of the educative labour have been emphasised, of course, conscious of having committed mistakes and insufficiencies. For Pedagogy, the formation of values constitutes a problem of the education of the personality.

To fulfil this, it results essential to take into account a set of positive conditions that favour it, school as fundamental institution, family and other institutions and social organizations.

They are:

- The Education should deepen on the necessity of the process of formation of the individual in the different stages of his life.
- Respect to the dignity, love and accept each one other as they are and from there to conform their personalities.
- Establishment of human relations of maximum communication.
- To promote the self activity, the development of the creator thinking and the maximum potentialities of the individual.
- Create a climate that recovers the self-criticism and divergent thinking of the pupil.
- To avoid the authoritarian education and the teaching merely informative.
- To avoid the inertia, conformism and the no participation.
- To respect and love our traditions in school, family and society.
- To cultivate others resulting necessities in the new stages of development.

- Applying of productive methods that find the participation, the development of the creative thinking and the independence.
- To guarantee that the students elaborate their own projects of life and their personal development.

The content of the learning has a forming value, and it is obtaining a favourable attitude toward the scientific knowledge.

Teachers are a fundamental and active element in the process of formation of values. Their contribution is doubtless even it is not the only one. It is not possible to wait for the existence of all the material conditions to work intensively in the process of formation of values.

Values are not the result of a comprehension, not even of passive information, neither of directed attitudes without importance for the subject. It is something more complex and multilateral, it is about the relation between the objective reality and the components of the personality of the students, what is expressed through conducts and behaviours, and then, it can only be taught in values through the knowledge, valuation, abilities, reflexion in the daily activity with an assumed meaning. It is about getting behaviours as a result of a conscious and meaningful learning in rational and emotional.

During this investigation many definitions were used:

Education: Action and effect of educating. Doctrine. Courtesy, urbanity. Cervantes Dictionary

To educate: Directing and developing of moral and intellectual faculties. Cervantes Dictionary

Educating in values: It is an active, complex and contradictory process as part of the formation of the personality, which is developed in determined historical-social situations, in which intercede different socializing factors such as family, school, community, the media, politic organizations, social organizations, among others.

Educative Activities: Set of actions which are executed systematically and permanently with and by docent personnel in the different levels of education to better up the political, ideological, scientific education (...) to guarantee the transformations directed towards the efficient achievement of the educative process. (Bárbara Gómez León, 2008).

Reinforcement of responsibility: Process that includes education as a graduated process to all the society, based on the influences and interactions of it with the individual, and of the individual with it, to obtain as an end, the socialization of the individual as an active subject, able to transform his/her surroundings, by means of the fulfillment of his/her compromises with the family and the society.

Responsibility: Fulfillment of compromises with oneself, the society and different formal or informal groups. It is to consequently fulfill the required duties at home, the working or studying place and the society, particularly those related to attendance, discipline, productive labours, and the defense of the Revolution. It is to identify oneself with the example and the citizen and social behaviour norms. It is to assume school, family and society tasks independently, developing them with efficacy and high quality

Responsibility: Fulfillment of compromises with oneself, family, collective and society.

Responsibility: Quality of the personality that implicates liberty to decide and to act assuming the consequences derived from the actions. It is the opportune and conscious performance of the perfect fulfillment of the contracted duty, which offers satisfaction. It is compromise and obligation.

This investigation has a great importance considering that to educate solid values in modern and future generations is important, which will be able to maintain the stability of our great Revolution, so the formation of really responsible youngsters, capable of defending the conquests reached till this limit, which is essential to go ahead.

Educators play a very important role in the fulfillment of this proposal, because they start interacting with children since their early ages.

The reinforcement of values is very old, and there are lots of countries all over the world developing investigations to solve diverse problems related with the reinforcement of values in children, youngsters and adults. Early ages are the best ones to foster values, because children assimilate things better and they are more obedient to teachers.

Educating men and preparing them for life is an essential task of our pedagogy. It is one of the commonest problems that have been taken into account by the advanced Cuban pedagogical thinking in each historic epoch. The present development of the Cuban pedagogical thinking constitutes an expression of the historical background substantiated by illustrious pedagogues that offered interesting educative projects. They considered education as an instrument of popular redemption, with a strong democratic base, whose center of attention was the education of feelings, convictions, moral principles, patriotism, responsibility and labouring, to reaffirm in children and youngsters the revolutionary traditions.

During these days, it is important to educate with a base in the reinforcement of traditions, because they are educative base in the conception of the system of values, constituting an impulsion towards the social cohesion and the individual behaviour of mankind. The tradition of the pedagogical thinking is a departure point to be consulted by those having the responsibility to educate the new generations from the lesson.

There are different ways of acting, associated to responsibility that must be assumed by those involved in the process of education and the process of acquisition. This process must be developed with discipline, consciousness, efficiency, quality and rigor in assigned tasks, it is important to assume criticism and self criticism as a powerful instrument of moral self regulation, there must be a climate of compromise, and exigency of assigned tasks, people should know and respect the socialist legality, promotion of democratic participation, where the individual must feel compromised

with the society, the family, the group, and the country. To respect, defend and foster the social property over the individual one, and taking care of the environment.

In this research the author assumes **responsibility** as when it is fulfilled with the assigned duty and stays loyal to the objective. Duties are done with integrity and determination. Circumstances, necessities and choices put people in very particular roles and situations. Moral responsibility is to accept what is required, honour the role that has been encommended and act it consciously, always giving the best (Esther Baxter 2007.p20) This is the concept which has more relation with the characteristics of the students. I assumed this concept because it has relation with the characteristics of the students.

The investigation demanded a diagnostic study.

This study worked with an intentional sample of 20 students from “Ruben Martinez Villena” elementary school.

Some empiric methods were taken into account and from these methods some results were obtained, departing from the following indicators (See Annex I):

- The active participation of students in the activities from the school,
- The motivation of the students,
- Comprehension of texts related to responsibility,
- Behaviour of students regarding the responsibility value, and
- The fulfilment of duties and rights of the students.

To test knowledge that students had regarding the responsibility at “Ruben Martinez Villena” elementary school, an observation guide (See Annex 2) was applied to obtain first hand elements and the results were analyzed deeply taking into account what is expected to accomplish in elementary school students. So, a graphic (See Annex 3) was designed to have a better understanding of them. Because of this study the author could conclude that there are difficulties in the reinforcement of the responsibility value.

The author states that regarding the active participation of students in the activities of the school, 3 students were in high level, which represents a 15% of the sample, 5 students were in middle level, which represents a 25% of the sample and 12 students were in low level, which represents the 60% of the sample.

Regarding the motivation of the students, 2 students can be found in high level, which represents a 10% of the sample, 8 students can be found in average level, which represents a 40% of the sample and 10 students can be found in low level, which represents a 50% of the sample.

Taking into account the comprehension of texts related to responsibility value just 1 student was evaluated in high level, which represents a 5% of the sample, 5 students were evaluated in average level, which represents a 25% of the sample and 14 students were evaluated in low level, which represents the 70% of the sample.

As for the fourth indicator that is the way the students behave in relation to the responsibility value, 2 students were evaluated in high level, which represents a 10% of the sample, 3 students were evaluated in average level, which represents a 25% of the sample and 15 students were evaluated in low level, which represents the 75% of the sample.

In the fulfilment of duties and rights of students, 2 students were in high level, which represents a 10% of the sample, 8 students were in average level, which represents a 40% of the sample and 10 students were in low level which represents the 50% of the sample.

After the analysis of the results gathered from the initial observation guide, it was necessary to apply some other instruments to state that there were difficulties in the process of the reinforcement of the responsibility value. So, a survey (See Annex 4) was applied to the 20 students in order to get information from first hand and it offered the following results.

One question was related to their knowledge of responsibility and the answers to this question were the following ones: all the students have stated that they know about

responsibility, though only 11 have offered valuable information about it, among which 5 even offered real-life examples of the actions they do that prove them responsible people; other 5 provided short information of their definitions of responsibility, and the last 4 did not provide any information at all. Thus, these answers proved that there is still no enough work done to reinforce this value in “Ruben Martínez Villena” elementary school and that there are still a lot of actions to be done to have 5this problem solved.

Other question was related to the importance of the responsibility and the result was that 16 of the students said the responsibility is important because it makes people better in all aspects, and 4 said that responsibility is important but they have not stated the reasons of their answers.

The other was related to the interest of the activities related to responsibility and the result was that of the 20 students, 11 are interested in the activities related to responsibility to improve their behaviour towards the responsibility, but the rest were not interested of the activities. The students want to make activities which develop their responsibility 9 students were not motivated with the activities done to reinforce responsibility. These two aspects are an advantage for the development of the research because the theoretical backgrounds states that motivation is the beginning and the main souls to accomplish any goal

One of the questions was about the interest for the French study group in which the teacher asked them if they thought that by learning French they would be better people, and most of the students had said that the acquirement of habits from other cultures would make them better people nowadays and in the future. Even though, they had never been in touch with the French language and they were eager to study it and learn it as well. Thus, this became the novelty of this research for the author and the school where the investigation was carried out.

After having done the diagnostic, the results allowed the author to declare the following potentialities: the access to a set of activities that allow reinforcing responsibility value from the lesson, a set of publications in the library. But these

instruments revealed the following insufficiencies: scarce fulfillment of duties and rights of the students, low comprehension of texts related to responsibility value, inadequate ways of acting in different places, and scarce participation of students in the activities of school.

The following proposal is sustained in dialectic-materialist method and socio-historic cultural tendency that Cuban school assumes.

This proposal has as objective the reinforcement of responsibility value in students from "Ruben Martinez Villena" elementary school. The same is characterized for being conceived departing from the diagnostic regularities in order to allow the development of education in values, a challenging experience for both roles: teachers and students, and also dynamic to guarantee the leading and active participation of the students.

The proposal presents the following exigencies:

- 1- To demonstrate their love for the country by rejecting Yankee imperialism due to its historical attitude toward Cuba and its preponderant authority or influence on the whole world, their respect and fidelity to the heroes and martyrs, to the combatants of the Revolution, and to the personal examples of Marti, Che and Fidel. Students should try to get ready for the Defense.
- 2- To make decisions upon their future studies, basically toward the professions that are prioritized in the society at the present, students should express their willingness as the result of their unconditional attitude toward the Revolution and their ideological, political and laboral formation.
- 3- To set up and solve daily life problems showing their responsible and scientific conception regarding the environment based on their capacities to calculate and possess logical thinking as well as the basic geometric knowledge contributed by mathematics and the rest of the sciences. Also the development of reading skills, habits of independent study, a correct and coherent

communication and the usage of different systems of information at their reach.

- 4- To demonstrate good manners while living together in society, mental and physical health, expressed in their appropriate personal appearance and a responsible, honest and honourable behaviour on their social, friendly, couple and family life relationships, showing rejections toward bad attitudes.

The proposal is conformed by 10 activities that contribute to the perfection of the work related to the formation of responsibility value in students. In this proposal different teaching aids such as dictionaries, workbooks and others can be found.

Besides, they count with the different level of assimilation, like first level or reproductive level in which students have the capacity for using procedures with an instrumental character. The second level or reproductive with variants that allow the students establish conceptual relations and should apply this to an established situation and to reflect about their inside relations. The third level or applicative level where the students have the capacity to solve problems and contextualize the problematic situation, identify components and interrelations, establish strategies of solution, to lay foundations or justifying what is done.

The activities present the following titles:

- Chaîne d'association
- Je suis un jeune responsable
- La responsabilité au service de la patrie
- Vilma Espin exemple de mère responsable au service de la révolution
- Je lis et participe
- J'explore la situation chez moi
- J'apprends être responsable

It can be found different techniques such as independent work.

The proposal is directed to reinforce responsibility value in the fourth-grade students from "Ruben Martinez Villena" elementary school, departing the French subject;

Activité 1

Titre: Chaîne d'association

Objectif: Interpréter la signification de la valeur responsabilité

Forme d'organisation de l'activité: Atelier

Participants: le professeur et les étudiants

Moyens d'enseignement: Feuille de travail, les crayons aux couleurs, des cartes avec la définition de Révolution.

Durée: 45 minutes

Procédures :

1. On prend des mots de la valeur responsabilité.
2. On demande aux étudiants de faire association entre le mot responsabilité et d'autres qui, à leurs avis, ont relations.
3. On prend notes des différentes relations que les étudiants donnent et après on fait des discussions à partir des raisons, avec ces mots et la responsabilité.

- Discipline

- Respect

- Dignité

- Efficience

- Critique

- Autocontrôle

- Accomplissement.

Evaluation: Les étudiants vont être évalués de bien s'ils donnent les mots qui ont relation avec la responsabilité, de régulier ceux qui vont me donner des mots que n'ont pas de la cohérence avec les mots. Le professeur va leur donner pour qu'ils fassent des relations, et sont évaluer de mal ceux qui ont des difficultés pour donner des mots qui ont des relations avec la responsabilité.

Activité 2

Titre: Je suis un jeune responsable.

Objectif: Contribuer à la formation de la responsabilité chez les étudiants à partir de la critique et l'autocritique comme régulateurs moraux.

Forme d'organisation de l'activité: Exposition.

Participants: étudiants et professeur.

Moyens d'enseignement: une vidéo sur le VIH et la télévision, des cartes

Durée: 45 minutes

Procédures: On dit aux étudiant qu'ils vont regarder une vidéo en relation avec la protection contre le VIH-SIDA et après on leur posera des questions.

- Est-ce que les jeunes de la vidéo sont responsables? Pour quoi ?
- Seulement on preuve d'avoir responsabilité dans le comportement sexuel?
- Donc, qu'est-ce qu'on entend pour responsabilité?

On distribue des définitions de responsabilité sur quelques cartes

Responsabilité: C'est le compliment de l'engagement obtenu avec soi-même, la famille, le collectif et la société. Elle implique le développement avec discipline, conscience et rigueur des devoir alignées. C'est d'assumer la critique et l'autocritique

Évaluation: Vont être évalué de bien ceux qui connaissent que est-ce qu'il faut pour être responsable en donnant ce qu'ils ont fait pas dans l'école mais chez eux, vont être régulier ceux qui on besoin le professeur leur explique comment est un jeune responsable, et mal vont être ceux qui connaissent que est-ce que la responsabilité.

Activité 3

Titre: La responsabilité au service de la patrie

Objectif: Réfléchir sur l'exemple de Fidel prenant compte de la responsabilité qu'il a maintenu au service de la patrie.

Forme d'organisation de l'activité: Atelier

Participants: étudiants et professeur.

Moyens d'enseignement: Cent heures avec Fidel., journal Granma.

Durée: 45 minutes

Procédures: Avec la préparation des étudiants, on discute les idées principales à propos de leurs idées sur la responsabilité, en faisant emphase sur la responsabilité assumée par Fidel

- Il a été toujours le défenseur de la vérité.
- Il a rempli tous les devoirs assumés pendant le processus révolutionnaire
- Il a été un exemple pour ses compagnons de lute
- Il a été un critique et autocritique des conduites irresponsables

Évaluation:

Activité 4

Titre: Vilma Espin exemple de mère responsable au service de la révolution

Objectif: Réfléchir sur l'exemple de mère que Vilma a été au service de la révolution

Forme d'organisation de l'activité: Atelier

Participants: Étudiants et professeur

Moyens d'enseignement: Vidéo documentaire de la table ronde dévouée à Vilma

Durée: 45 minutes

Procédures: Cette action est centrée fondamentalement dans les réflexions des étudiants, on demande à chaque étudiants d'exposer le concept sur la vie révolutionnaire de Vilma.

Evaluation: Vont être évalué de bien ceux qui donnent de bon réponses sur l'exemple de mère que Vilma a été au service de la patrie, vont être évalué de régulier ceux qui n'ont pas compris l'exemple que Vilma a été pour la patrie, de mal ceux qui ne connaissent pas ce que Vilma a fait pour la patrie.

Activité 5

Titre: Je lis et participe

Objectives: Réfléchir sur la réalisation des devoirs qu'on leur a laissés.

Forme d'organisation de l'activité: Atelier

Participants: Étudiantes et professeur

Moyens d'enseignement: Ordinateur, présentation power point avec les devoirs des étudiantes

Durée: 45 minutes.

Procédures: Les idées du Débat vont être ses qui sont sur le power point.

Evaluation: On va évalue de bien a ceux qui participent dans tout les activités volontairement, de régulier a ceux qui doivent être demande pour le professeur a participai dans les activités désigne, et mal va être ceux qui participé pas dans les activités.

Activité 6

Titre: Explorer les situations chez moi

Objectif: Évaluer les comportements de la famille par rapport à la responsabilité grâce à un débat.

Forme d'organisation de l'activité: Atelier

Participantes: Étudiants et professeur.

Procédures: Le professeur proposera de faire des dramatisations ou des dialogues où l'on montre les formes inappropriées des parents dans le contexte familial et favoriser un débat à propos de la situation.

Evaluation: Vont être évalue de bien ceux qui savent si leurs familles se comportent responsablement en donnant des situations où leurs familles montrent leur responsabilité, vont être évalue de régulier ceux qui ont besoin de que le professeur leur donne des exemples de comment est-ce que la famille doit se comporter avant la responsabilité, et vont être évalue de mal ceux qui ne se sont pas rendu compte de si leur famille est responsable o non

Activité 7

Titre: J'apprends pour être responsable

Objectif: Enumérer un plan d'actions qui permettra aux étudiants d'évaluer leur niveau de responsabilité

Forme d'organisation de l'activité: Atelier

Procédures: Le professeur oriente une activité préalable qui est à propos de ficher le concept de responsabilité, en répondant les questions suivantes

- 1- Comment est-ce qu'on peut être responsable avec notre famille?

2- Comment est-ce qu'on doit assumer la critique?

3- Pour quoi est-ce qu'on doit soigner les biens matériels et sociaux?

Évaluation

Vont être évalués de bien les élèves qui donnent des réponses acceptables sur le pourquoi de la responsabilité en donnant des opinions, vont être évalués de régulier ceux qui ont besoin de que le professeur leur aide, et vont être évalués de malne ceux qui connaissent pas le pourquoi de la responsabilité.

After having applied and developed the activities proposed, it was necessary to apply some other instruments to check that there was reinforcement to the responsibility value in the fourth grade students from "Rubén Martínez Villena" elementary school taking into account the indicators established at the beginning of the research.

- The active participation of students in the activities from the school in the initial state was that 3 students had an active participation, 5 had a medial participation of the activities , and 12 had a low participation of the activities. And in the final state 11 students have an active participation of the activities, 6 have a medial participation of the activities, and 3 have a low participation.

- The motivation of the students in the initial state was that 2 students were motivated to de studies, 8 were in a medial position toward the motivation, and 10 were in a low position. But in the final state 16 students were in motivated to the activities, 6 were in a medial position.

- Comprehension of texts related to responsibility, in the initial state just 1 student was well in the comprehension of texts related to the responsibility, 5 were in medial position, and 14 were in low position. But in the final state 10 students were well in the comprehension of texts, 6 were in medial position , and 4 were in low position.

- Behaviour of students regarding the responsibility value , in the initial state 2 students had a good behaviour toward the responsibility , 3 were in medial position and , 15 were in low position .But in the final state 12 students had a good behaviour toward the responsibility , 3 were in medial position.

- The fulfilment of duties and rights of the students, in the initial state 2 students had fulfil the activities , 8 were in a medial position , and 10 were in low position. But in the

final state 12 students had fulfil the activities , 5 were in a medial position , and 3 were in a low position.

CONCLUSIONS

1. The formation of values in students depart from the done studies by the different investigators, the ones who coincide in considering them as something very related to the own existence of the person that affect the behaviour, propitiate the feelings, attitudes and ways of acting, outstanding the importance of the education and the importance of being responsible for a student, because this means having an oportune and conscious performance, perfect fulfillment of the duties and rights, what gives satisfaction.
2. The done study gave elements that showed the existent difficulties in the students regarding the formation of values knowing that they did not take care of the group, they did not have good attendance and punctuality to class, they did not keep an organized group, they did not do the activity they should do, nor the independent tasks and they did not fulfill the duties and rights of the students, what asked for the applying of an strategy for its reinforcement.
3. The proposal of activities departs from the necessities that the school has regarding the formation of responsibility value. These activities are conceived with a systemic character, objectivity, which departs from the diagnosis, with a dialectic character and with corresponding actions.
4. The results of the investigation show the positive change in the dependent variable, what can be considered a possibility to contribute to the formation of responsibility value in the students from "Ruben Martinez Villena" elementary school regarding the formation of responsibility value, with the new application of the instruments there were achievements because they took care of the group, they kept the organization of the group and their attendance and punctuality to the activities were better.

RECOMMENDATIONS

- To value the possibilities of this proposal to make it extensive to the rest of the students of the other groups and in other elementary school taking into account the results of the initial diagnosis of values to the students that start in this career.
- To insert the activities from the first year of the students.

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ANNEXES

Annex 1: Evaluative Scale of the Indicators established to carry out the research

Aspects to observe:

1-The participation of students in the activities of the school.

High: When the students' participation is voluntary in over the 90% of the activities.

Middle: When the students' participation is not voluntary in the 60% of the activities.

Low: When the teacher needs to make the participation mandatory in the 30% of the activities.

2-The motivation of the students to take part in the school activities.

High: When the students participate motivated in the activities of the school in the 90% of the activities.

Middle: When the students participate in around a 60% of all the activities of the school.

Low: When the students participation is poor, around the 30% of the activities.

3-Comprehension of texts related to responsibility value.

High: When the students' comprehension of texts about the responsibility is clear in the 90% of the activities.

Middle: When the students need the teacher help for the comprehension of texts about the responsibility in the 60% of the activities.

Low: When the students do not understand where the responsibility is found in the texts in the 30% of the activities.

4- Ways of acting of the students regarding the responsibility value.

High: When the students' behaviour is responsible in the 90% of the activities by wearing properly the uniform, doing all the homeworks from lessons, taking care of the school materials, attending most of lessons at time and others.

Middle: When the students are responsible but do not know well the concept in the 60% of the activities by wearing the uniform properly in some activities of the school, doing some homeworks of the lessons, attending some lessons at time.

Low: When the students do not behave responsibly in the 30% of the activities by doing few of the homeworks of the lessons, wearing the uniform improperly

5-The fulfilment of duties and rights of the students.

High: When the students do the 90% of the all the tasks assigned by the teacher.

Middle: When the students participate in the 60% of the activities.

Low: When the students are involved in the 30% of the activities.

Annex 2: Initial observation guide.

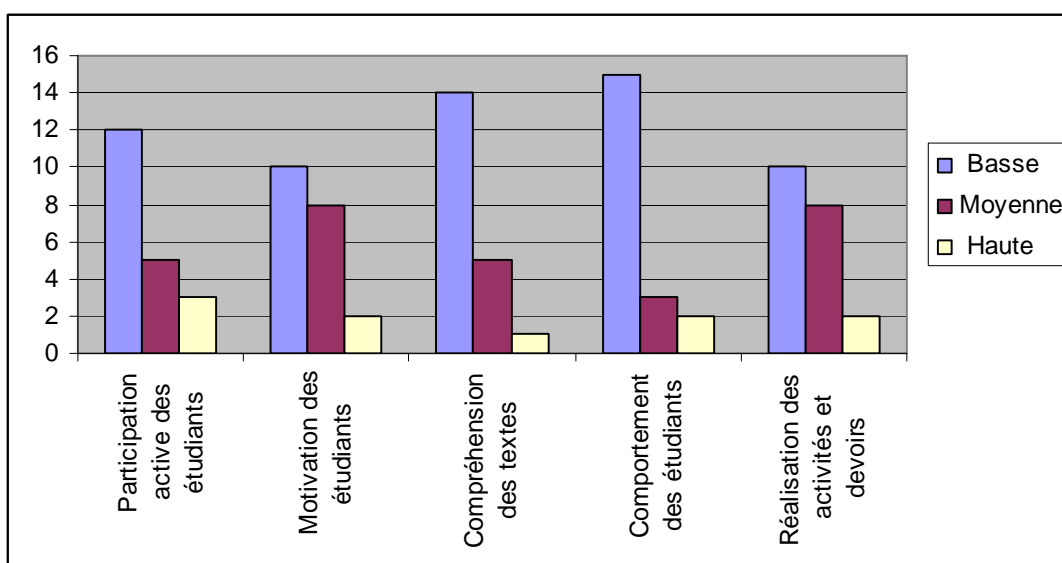
Objective: To state the deficiencies and the potentialities as well as the actual stated of the work with the responsibility value in students of fourth grade from “Rubén Martínez Villena” elementary school.

Aspects to observe:

- 6- The participation of students in the activities of the school.
- 7- The motivation of the students to take part in the school activities.
- 8- Comprehension of texts related to responsibility value.
- 9- Ways of acting of the students regarding the responsibility value.
- 10-The fulfilment of duties and rights of the students.

Annex 3: Results of the Initial Observation Guide.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students	12	60%	5	25%	3	15%
2	Motivation of the students	10	50%	8	40%	2	10%
3	Comprehension of texts	14	70%	5	25%	1	5%
4	Ways of acting of the students	15	75%	3	15%	2	10%
5	Fulfillment of duties and rights	10	50%	8	40%	2	10%



Annex 4: Survey to the students

Objective: To gather information of the knowledge that students have regarding responsibility value.

Questionnaire:

Estimado estudiante:

El cuestionario que a continuación te proponemos es una vía para mejorar el proceso docente-educativo de la escuela, Rubén Martínez Villena, por eso es necesario que cooperes en la realización de este trabajo dando respuestas sinceras a las interrogantes que a continuación se te realizan.

1- ¿Tienes conocimiento acerca del valor responsabilidad?

SI NO NO SÉ

a) Di qué es para ti la responsabilidad.

2- ¿Crees que la responsabilidad es importante?

SI NO NO SÉ

a) Porque:

Me ayudará a ser mejor persona en el futuro así como un profesional.

No la necesito porque con la persona que soy basta.

No sé.

Otros motivos.

3- ¿Consideras que en la asignatura Inglés las actividades orientadas por tu profesor(a) contribuyen al desarrollo de tu responsabilidad?

SI NO NO SÉ

a) ¿Por qué?

4- ¿Demuestras interés por las actividades relacionadas con la responsabilidad?

_SI _NO

5- ¿Te gustaría realizar desarrollar actividades que desarrollen tu responsabilidad?

_SI _NO

6- ¿Con el aprendizaje del francés seré una persona más responsable?

_SI _NO _NO SÉ _TAL VEZ

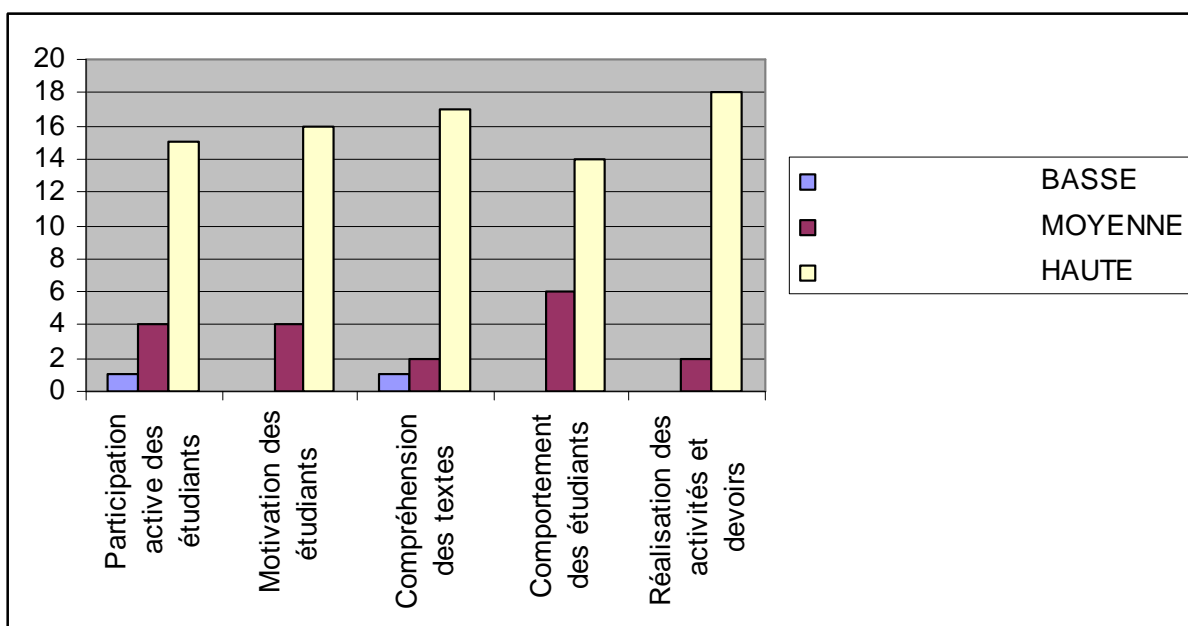
a) ¿Por qué?

Annex 5: Results of the initial Survey.

INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	15	75%	3	15%	2	10%
2	Motivation of the students.	16	80%	3	15%	1	5%
3	Comprehension of texts.	18	90%	1	5%	1	5%
4	Ways of acting of the students.	13	65%	5	25%	2	10%
5	Fulfillment of duties and rights.	15	75%	1	5%	4	20%

Annex 5: Results of the Final Observation Guide.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	1	5%	4	20%	15	75%
2	Motivation of the students.	-	-	4	20%	16	80%
3	Comprehension of texts.	1	5%	2	10%	17	85%
4	Ways of acting of the students.	-	-	6	30%	14	70%
5	Fulfillment of duties and rights.	-	-	2	10%	18	90%



Annex 6: Results of the Final Survey.

OBSERVED INDICATORS.		VALUATION					
		LOW		MEDIAL		HIGH	
1	Active participation of the students.	1	5%	3	15%	16	80%
2	Motivation of the students.	-	-	7	35%	13	65%
3	Comprehension of texts.	1	5%	7	35%	12	60%
4	Ways of acting of the students.	-	-	5	25%	15	75%
5	Fulfillment of duties and rights.	-	-	4	20%	16	80%