

Palacio Aldana, A. G. (2015). *Concepción didáctica para la comprensión de textos martianos por escolares de cuarto grado de la Educación Primaria*. Tesis de doctorado. Universidad de Ciencias Pedagógicas “José de la Luz y Caballero”, Holguín, Cuba.

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Doctoral thesis defended in 2015 by Ana Gertrudis Palacio Aldana, PhD in Pedagogical sciences, Master in Science of education, professor of the elementary Department of the School of Child Education at the University of Guantánamo. She works as a researcher at the Center for Education Studies. Author of several articles on the work with the texts written by José Martí among them: the skill comprehension while working with the texts written by José Martí, the educational orientation of the texts written by José Martí for the children of the primary education, Alternative Didactics to insert La Edad de Oro in the Spanish language classes in primary Education.

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The importance of educating man in the values that sustain the society in which he lives and the meaning of them in the conservation of humanity itself is the object of discussion, analysis and reflection in various spaces and events, literary and scientific of our days, spaces where professors and intellectuals meet, at national and international level. Hence, in the curricula of the different educational levels, actions are inserted on how to treat this aspect so vital at present.

In this sense, the study of the figure and the work of José Martí occupies a privileged place in the curricula of study of the Cuban educational system, especially in the subjects of the

area of the humanities, by its dissimilar contributions in the political, ideological, linguistic, pedagogical, ethical, aesthetic and literary orders.

The doctoral thesis of Palacio Aldana provides a body of methodological recommendations based on a didactic conception for the comprehension of texts written by José Martí for fourth grade students of primary education, which contributes to the improvement of the teaching of the Spanish language, and in particular of the component textual comprehension.

The thesis was motivated by the need to teach the values that contain the texts written by José Martí from early ages, while Martí himself considered literature as redeeming of the best values of man to serve as a force and inspiration to create and transform.

Mañalich and Fierro (2015) highlight on this regard:

The literature safeguards the cultural and historical memory of a nation, expresses the deepest feelings of the human being, develops creative activity, stimulates knowledge, respect for identity and diversity, expands understanding and cultural horizons, social communication pathways and stimulation of aesthetic sensibility. (p. 3)

All these arguments are described in the doctoral thesis of Palacio Aldana when it gives treatment to the component textual comprehension and the reading of texts written by José Martí, with emphasis in La Edad de Oro.

It is novel that the author focuses attention on the method as one of the didactic components of the teaching-learning process, which becomes an essential work tool for the teacher and students, especially for the understanding the writings of José Martí. In this sense, she proposes and elaborates the translation method of the Martí code, viable not only for primary education, but also for other levels of education, while within the research it is emphasized the importance of knowing the linguistic resources that José Martí uses in his writings, constituting a model within the Spanish language and being a writer possessing his own novel style.

The thesis is structured with a total logic in introduction, three chapters, general conclusions, recommendations, bibliographic references, bibliography and annexes. The language used is simple, enjoyable and scientific as required by this type of work.

The introduction reveals the topicality, novelty, relevance and necessity of research based on the deficiencies detected in the pedagogical practice and declares the objective of the research.

In the first chapter she deals with the comprehension of texts written by José Martí at the primary level. For its development in the teaching process of the Spanish language in fourth grade, Palacio Aldana offers the theoretical foundations that support the object of the research and presents a study of the didactic treatment of the texts in primary teaching, she completes the chapter with the characterization of the field of research.

In the second chapter approximation to a didactic conception for the comprehension of texts written by José Martí for fourth grade students of the primary education, the didactic conception is designed. The implementation of a new method for the comprehension of texts written by José Martí by Palacio Aldana, which is called the translation of the Martí code, as well as interesting and novel, is opportune. Teaching Martí's prose requires methodological and didactic preparation, and the body of recommendations offered in this doctoral thesis can become a methodological tool for the groups of disciplines in the areas of humanities as well.

In the third chapter assessing the relevance of the didactic conception for the comprehension of texts written by José Martí for fourth grade students of education, the researcher makes an assessment of the results through scientific methods that allow to corroborate the importance of the implementation of the proposal.

The bibliography cites a total of 247 sources with a high level of topicality and relevance that corroborates the scientific and level of actuality of the thesis.

On the other hand it emphasizes that within the contributions made by José Martí to the language are the expression of ideas by means of varied references that extend the meaning; the ideas formed in a long sentence or set of sentences organized in extensive paragraphs; the investments or hyperbaton in the syntax where the circumstantial complement is put to the verb and the subject appears at the end, in addition to other structures such as ellipses, or omission of the subject or the verb; introduction of archaisms, neologisms and americanisms.

**Bibliographical reference**

Mañalich, R., y Fiero, B. (2015). *La literatura aprendizaje y disfrute*. La Habana: Pueblo y Educación.