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**Major Paper**

**TEACHING ACTIVITIES TO FOSTER**

**RESPONSIBILITY IN SENIOR HIGH STUDENTS**

**THROUGH ENGLISH**

**LESSONS**

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**Sancti Spíritus**

**2015**

**57<sup>th</sup> year of the Cuban Revolution**

# **THOUGHT**

**“Educar es sembrar valores, es desarrollar una ética, una actitud ante la vida. Educar es sembrar todo lo bueno que pueda estar en el alma del ser humano, cuyo desarrollo es una lucha de contrarios, tendencias instintivas al egoísmo y otras actitudes que han de ser contrarrestadas por la conciencia”**

**Fidel Castro Ruz.**

# Thanks:

Through the present work, I would first like to thank my teachers for being the responsible of my education through these last five years. I would also like to thank my tutors Geonel and Aimé who helped me make this work possible. Finally, but not less important I would like to give my sincere thanks to my wonderful parents that have helped me a lot.

# **Abstract:**

The formation of values is an important problem that needs to be solved as soon as possible. Lots of students have been losing values through the present years. Perhaps, teachers could not reinforce all values they needed to become good men and women but we are on time to solve this. Nowadays, students especially from High School have been facing some problems with responsibility due to the unconsciousness of their acts and they want to be good students. This work has as objective to apply teaching activities to foster responsibility in senior high students through English Lessons, in 11<sup>th</sup> graders specifically from Eduardo García Delgado Senior High School, from Trinidad. Different methods from the theoretical, empirical and mathematical level were used. The actions are dynamic, creative and reflexive which involve the sample selected: it is composed by eleventh graders from the above mentioned institution and the sample twenty four students from class number four.

# RÉSUMÉ

L'objectif principal de la présente recherche est d'appliquer des activités pédagogiques pour former la valeur de la responsabilité à travers des leçons d'anglais aux élèves de l'onze année à la Pre universitaire "Eduardo García Delgado". Pour développer de la présente investigation, Méthodes du niveau empirique, théorique et statistique ont été employés. Entre les principaux résultats qui s'ont obtenus, il y a une approximation conceptuelle au sujet objet d'étude, régularités qui font l'investigation approprié, une brève recopilation des résultats et une description qualitative et quantitative qui se dérive de l'application des résultats pendant le période de la pratique.

# Index

<b>Content table</b>	<b>pages</b>
Introduction	1
Development	6
Conclusions	25
Recommendations	26
Bibliography	27
Annex	29

# Introduction:

Nowadays, the immediate need to rescue values like responsibility is a duty of teachers, above all in young people and adolescents. This situation can be seen globally. Responsibility problems begin with criteria disagreement among people or among different societies or the influence of a culture above another which generally is the capitalist one. The fact is that no country or person all over the world has a pure race, and not all inhabitants follow the same religions.

Despite this idea everybody may follow the same laws that make people a little bit similar. Values formation has created disagreement in people's way of thinking, for example: in capitalist countries many people believe that value formation is attached to home education in that way good values are formed in good homes, it means wealthy homes, so they consider poor people with limitations in their value formation.

In our country the Educational System is in favor of the interests and needs of the dominant class, because here we have a classist character, it means that in its majority the working class is the one who predominates, that is why it rules. Our people have many positive qualities that make them special and unique like: solidarious, which can be seen in every neighborhood and home. After the collapse of the Socialist System and the beginning of the well known Special Period in 1991, not everyone has assimilated this change in the same way. Most of youngsters, teenagers and children were born over this period. All over the world there had been economical, technological and scientific changes that have provoked faster impacts in societies. Globalization has extended and Cuba is not an exception. There has come to be a so called Value Crisis.

In present days the education in values in senior high students is a cardinal problem at Cuban schools. Since 1998-1999 it was established a statement to strengthen the formation of values and discipline of people from the city. Besides, the Central Committee also established some statements to strengthen the formation of values (1998), the Main Program for Cuban Education, and National Seminar of School Year Preparation 2010-2011,

among others. It is necessary to better the work through new alternatives that permit to develop the educational level in values fostering to give solution to this problem.

These days schools have difficulties that some time before did not exist, because Cuban society has faced lots of political and economic problems, that are affecting the moral of the people. This brought about, among other things, problems with responsibility on behalf of the students. Students' commitment was greater in comparison to these days. Today some parents are more cooperative with school but at the same time students feel less motivated to do their duties.

As a result of the mentioned problematic, different authors have written about this topic. Some of them are: José Martí (1853), Fidel Castro (1958), a more recently, José Ramón Fabelo Corzo, Dr. C. Antonio Hernández Alegría (2000). Many investigators had also studied about the topic, some of them are: Esther Baxter (2003), Gilberto Garcia Batista (2002), Sobrino (2003), Chacón (2004), Cánova (2008) y Zulueta (2008). All these personalities and investigators have expressed different judgments about what responsibility is, but it is not enough to give a solution to the recent schooling problems.

Up to now in Cuba prevails the intention to form a citizen that would be able to recognize the achievements and conquests obtained during the Revolutionary Process, which acts in correspondence to the historical moment, in which every one has to live and fight to defend the equality and the freedom achieved, and which shows a modest, uninterested, sincere, just and solidarious behavior.

According to the studies made by Nancy Chacón Arteaga (1985, 1995, 1996, 1997, 1999, 2002) she stated that during the history of our country predominated the struggle for human dignity, solidarity, mankind, intransigency and intolerance against foreign domination. In our country some fundamental values had been declared, making emphasis in; social justice, human dignity, solidarity, laboriousness, patriotism, responsibility and honesty.



Through the observation made during this first semester of the school year during the Professional Practice at Eduardo García Delgado Senior High School, specially in 11<sup>th</sup> grade, some misbehavior in the responsibility were perceived in the students. In plenty of occasions students came to the classrooms without doing their homework, they did not use their uniform correctly, they do not care about the furniture of the classroom, their behavior towards the accomplishment of their tasks is not appropriate.

That is why the following **Research Problem** was determined: **How to contribute to the strengthening of responsibility in 11<sup>th</sup> graders at Eduardo García Delgado High School?** As **objective** to solve this difficulty it was stated: To apply teaching activities to strengthen responsibility in 11<sup>th</sup> grade students. Taking into account what was stated before the following **research questions** were established:

- Which are the theoretical and methodological foundations that support the strengthening of responsibility in 11<sup>th</sup> graders at Eduardo García Delgado High School?
- Which is the real situation of responsibility in 11<sup>th</sup> graders at Eduardo García Delgado High School?
- What characteristics should the teaching activities have to be applied in 11<sup>th</sup> graders to strengthen responsibility through English Lessons?
- What results would be obtained through the application of teaching activities to strengthen responsibility in 11<sup>th</sup> graders?

These are the **research tasks** which are proposed to guide the research process:

- 1- To determine the theoretical foundation and methods that support responsibility in High School students.
- 2- To diagnose the present-day condition of responsibility in 11<sup>th</sup> graders in High School.
- 3- To determine the characteristics that the teaching activities should have.

4- To validate the obtained results from the application of the activities to foster the value of responsibility in 11<sup>th</sup> graders.

To carry out this research some methods from the theoretical, empirical and mathematical level were used to obtain the essential information to solve the problem of responsibility. These methods are:

**From the empirical level:**

- The observation: It allowed knowing the behavior students have on the responsibility value, through an open and individual observation guide.
  - The interview: It was applied to verify the students' knowledge about what and how important is the value of responsibility in any person. Also to know how they conceive responsibility, through which actions.
- The survey: It was used to know the opinion of the students about a determinate situation or problem.
- The study of documents: It was used to verify the resolutions issued by The Ministry of Education, about the education in value, mainly regarding responsibility.

**From theoretical level:**

- Synthetic- analytic: It was used mainly to determine contributing ideas in the study object and synthesize them. It was also applied in the bibliography revision.
- Inductive- deductive: It was applied to know till where the studies could get, it also allowed arriving to general conclusions.
- Historical- Logical: It was applied to study the historical- Logical development of the principal criteria which have been given about the education in values, besides, it was used to study the situation and development according to the students' preparation in this sense.

**From Mathematical Level:**

-Descriptive statistics: It allowed making a qualitative and quantitative analysis from the numerical information of the work.

Population and sample:

The population is represented by the students of 11<sup>th</sup> grade (267) at Eduardo García Delgado High School.

The sample was intentionally selected; it is formed by 24 students from the group number four from 11<sup>th</sup> grade that represents the 5.9 % of the population. This group is composed by 14 females and 10 males with a normal behavior according to their age.

**Newness:**

The research provides teaching activities that are designed for the strengthening of the value of responsibility. These activities have characteristics that make them different from others, such as: objectivity, integrality, flexibility, developing, contextualizing, experience, applicability and updating. The activities were proposed to give solution to the problem of responsibility in 11<sup>th</sup> grade students from Eduardo García Delgado Senior High School.

# Development

## THEORETICAL FOUNDATION AND METHODS THAT SUPPORT THE EDUCATION OF RESPONSIBILITY IN HIGH SCHOOL STUDENTS

To clear up the values and its fostering processes in the educative practice, it is really necessary to make a pause in its origin, nature, environment, their development and also the psychological bases that support its formation.

Man and woman in their development as human beings have been questioned about his or her existence, the sense of their life, their aims to achieve, their motivations as the goals that move their behaviors and ways of acting. These elements, among others have accompanied the human race during its practical and transforming activity.

These statements propitiated the interest of philosophers through the axiological problems since ancient times. Besides, it is practically considered the beginning of the axiological sciences in the origin of philosophy; some authors situate its beginning as an independent discipline through the second half of the XIX century.

To educate man and prepare it for life is an essential task of pedagogy and it also constitutes one of the fundamental problems that have been taken by the advanced pedagogical thought in each historical period.

In these days it constitutes a need in the reaffirmation of traditions because they are the educational basis in the formation of a system of values and constitute the starting engine of social union and the individual behavior of man.

The tradition of the Cuban pedagogical thinking is the starting point from which teachers as responsible agents in the formation of the new generations foster these values, in correspondence with the necessities of the new society and

stating as main concern that values are fostered through the class as the most important element in within the teaching-learning process

Referring to the fostering of responsibility Menéndez, C.L. stated: "...it is essential to state that in every person there is something we must discover and we have to take it into account for their education..." Menéndez, C.L (1988: 51).

Responsibility demands to listen, to distinguish in the horizon the sense of duty, it is to guarantee in every moment what is ought to be done. Responsibility is what defines man in the universe, what shapes his freedom.

In term of the value of responsibility it should be taken into account that in Cuban society it is supported, in good measure, in ethic content of duty, being appreciated from Martí's conception of this category and manifested in:

Only in the sad and the tough accomplishment of duty lies the truly glory. And yet it must be the accomplished duty in strenuous benefit, because if it goes along hopelessly of self-gain, as legitimate as it may seem, that is, it gets stained and loses moral strength. Strength is in sacrifice. "Duty must be done simply and naturally." Martí, José (1975: 285)

In these ideas Martí's conception of the accomplishment of duty, which is a dimension of the value of responsibility is clearly expressed.

Many authors have discussed the value of responsibility; it is observed that in F .C. Sainz De Robles Dictionary of Synonyms and Antonyms important aspects are expressed, such as: obligation, accomplishment, compromise, duty among others. F .C. Sainz( 2007: 85).

There is a definition of responsibility in the Syllabus of education in values from the Ministry of Education; it reads that responsibility is the accomplishment of the compromise contracted through oneself, the group and the society. To carry out duties from work, home and society, principally those that are related to the attendance, work discipline, productive work and the defense of the Revolution.

That is, to identify oneself with the examples and rules of the society and the citizen behavior. It is also to assume independently the tasks assigned by the school, family and political and mass organizations doing them with efficiency and quality. The analysis of this value demands from the students and teachers a deep and conscious concern of the aspect they are referring to, for it involves other elements like; moral, social and personal spheres.

**Moral responsibility:** Refers to the fulfillment of duties, in a deep and elemental way, it could be a simple process, legal, and receive a salary for it, not to do it represents the possibility of an attention call, to take this into account in the evaluation of a person, in an agreement to work or another way to demand its fulfillment. When the duties are achieved consciously, honoring the role that has been trusted and when the subject who acts, involves himself or herself giving their best, not for money, but the satisfaction to accomplish their duties.

**Social responsibility:** Here are elements of moral responsibility, justice, humanism, the respect to all the rights of every person that is part of the context that has been made allusion: community, society, humanity, it is also included family and school. To keep this union the society is very important in opposition to the social disobedience.

**Personal responsibility:** It is formed by elements from moral responsibility, but in the psychological plane, assumed by a person, it involves participating in an engaged way and where cooperation is meaningful, it requires a determined level of critical and self-critical spirit. It shows maturity and reliance on his/her action.

To determine what responsibility is, it is not an easy task, there are many actions that must be taken into account to characterize it; it should begin from the basis of responsibility in attitudes, needs and motivations of people.

Among the theoretical approaches in the Cuban thought about values formation outstands the personality of Fidel Castro, too. Since the beginning of Cuban Revolution he revealed the close relationship between education development

and prevention and eradication of crime. In 1971 he explained that: “the battle against crime is a battle of the education.” Eight years after he expressed:

“...I believe, I have always believed (...) that education is the most powerful weapon, man has to create an ethic, to create a consciousness, to create a sense of duty, a sense of organization, discipline, a sense of responsibility.”

Castro, F (1979)

In the requirements to develop the value formation High School it is stated that: “Knowledge and aptitude to carry out the duty in the school and at home, one has to be a good student, a good citizen, identified him/herself with the study as an activity that prepares them for life and to fulfill with discipline and internal order any given task”.

According to the methodological guidelines, for the fostering of values in the Ministry of Education “Responsibility is the fulfillment of the commitment agreed by oneself, the family, the group and the society.”(2007:5)

“The values system is linked to the way of living of the society, what originates it, the changes in the relationships and above all the economic thought, which can bring about the establishment of new values... “ Baxter Pérez (2000:85), Hernández Alegría (2002: 97) in his research, “ Proposal of a theoretical-methodological conception to the education in values in High School ”, stated: “The education in values is a complex and contradictory process that integrates a wider process: the formation of the personality(...) it is developed according to determined historical conditions, but always it is vulnerable to be thought of, projected and oriented”.

Other concepts of vital importance are the **values teaching** and **values fostering**. In the literature they are used indistinctly to refer to the same process, however, Nancy Chacón outlines that they are two intimately linked terms that point out two levels of the process of personality fostering. The first one with a sociological approach, includes the education like a process in scale of the whole society within the framework of the system of influences and of the individual's interaction with this, with the purpose of its socialization as an active

and transformer fellow, in which the historical-cultural values have an essential role; the second refers to the pedagogic approach which process has the integral and harmonic formation of the personality as its object. In this integrality the place and role of the values are kept in mind in this formative process, to which, for their complexity, a special and intentional treatment should be lent, with the precision of the methods, procedures, ways and means, among other (2002 pg 7)

Taking into account the previous statements expressed by different important authors and authoresses, the authoress of this research assumed that **responsibility** is a quality that implies freedom to decide and act assuming the consequences that will come from the action. It is the conscious and opportune act of a self-duty accomplished and that its accomplishment brings satisfaction. It is compromise and obligation. It is the accomplishment of a duty done to oneself, the family, a certain group and to the society.

## **PRESENT-DAY CONDITION OF REponsIBILITY IN ELEVENTH GRADERS IN HIGH SCHOOL**

As has been cleared conceptions about this teaching level, the educative work has a principal role, it has to be conceived in such a way that the school should be structured as a socializing institution, where its goals lead to: “ the basic and integral formation of the Cuban youth, contributing to their general and integral culture allowing them to be identified with their nationality and patriotism to know and understand their past and face their present and future preparation, adopting, consciously, their position in our socialism guaranteeing the defense of the social conquests and continuity of the Revolution, expressing it in their ways of feeling, thinking and acting. High School Model (2007:54).

It is very important to evaluate the real condition of responsibility in students to first know their characteristics according to their ages. That is why is very important to study the transition of the students from adolescence to youth because sometimes it is very painful and drastic. The following characteristics of students were taken from Pre University Syllabus (p1-3).



-The entrance to the media level occurs in an important moment of transit from adolescence to youth. It is known that the limits among the evolutionary periods are not absolute and that the teacher can find in the same group, students that present specific characteristics of youth, meanwhile others present the typical behavior of senior high students still.

-In youth the development in the intellectual sphere that had had in previous stages continues and increases. This way, from the view point of its intellectual activity, the students from High School are potentially qualified to solve tasks that requires a great quantity of mental work, reasoning, cognitive independence, and creativeness. These possibilities are applied so according to the teaching activities in the classroom, as in the different situations that takes place in young's real situation.

-At these ages it is very common the predominance of the tendency to make interpretations about everything, that the students have been forming, besides the passionate defense of all their view points.

-In this youthful stage is achieved a major stability of the motives, interests, selves view points, in order that the students have been making more conscious of their self- experience and the ones who round them, this way takes place the formation of moral convictions that the young experiences as something personal and comes to be part of their moral perception of the real world.

The first duty all teachers have is to inculcate in their students those values that guarantee the continuity of Revolution.

The formation of a sense of responsibility in High School students is a very difficult task in which many factors intervene. For students to internalize and externalize the responsibility sense, it is essential that they comprehend that this quality has its real meaning in socialism, because it constitutes a way to achieve freedom.

It is necessary to plan objectives to attract students, convincing them, that, responsibilities are real, concrete and necessary to achieve this end, giving them also the possibility to take decisions among different situations to fulfill.

The teacher has the responsibility of selecting when and what kind of content results useful and possible in every kind of activity. It is also necessary to clear that not always learning and assimilation require a full orientation but it is indispensable to present something new.

That's why Cuban schools and fundamentally High School always has been characterized by working to form citizens capable of feeling proud of being Cuban, to work , to strengthen values, like patriotism, solidarity ,”responsibility”, honesty and laboriousity which have the necessary effect through an adequate orientation, planning, execution and control of the activities.

## **RESULTS OF THE INITIAL DIAGNOSE**

To diagnose the knowledge and interest 11<sup>th</sup> graders at Eduardo García Delgado High School have, about responsibility. The teacher observed twelve lessons based on an observation guide (see annex I). The researcher detected some difficulties related to responsibility.

### **- Ways of acting Dimension**

#### **Indicators:**

1- To be ready to do any activity they are ought to do.

-Independent Study.

-Preparation for the Lesson.

-Correct use the uniform.

-Participation in Political Activities.

## - Cognitive Dimension

### Indicators:

- 1- To know about what values are.
- Know about what responsibility is.
- Know what characteristics a person should have to be responsible.

### Procedures to measure the results obtained by means of the realization of the Survey.

To measure the indicators and dimensions it was used an ordinal scale of 3 values as it is shown in the following chart:

Original values in the ordinal scale	
High	H
Average	A
Low	L

### Evaluative scale:

- The students will be tested in the HIGH LEVEL if they are able to answer all the questions, so they have enough knowledge about responsibility (75%-100%).
- The students will be tested in the AVERAGE LEVEL if they are able to answer 3 of the questions in a correct way, so he has some knowledge about responsibility (33%-70%).
- The students will be tested in the LOW LEVEL if they are not able to answer the whole questions, so they do not have any knowledge about responsibility (Less than 29%)

### Observation Guide

During this process(see Annex1) the teacher could perceive some difficulties in the behavior of the students toward responsibilities and what it represents. The

interest toward tasks was not the best, neither the attitude. Perhaps the motivation and orientation of the task was not the ideal one or maybe the activities were not the correct ones. That is why these were the results obtained in the observation of the classes:

In the first indicator referring to the students` behavior toward the lesson only eight students (33,3%) were interested in receiving the content, five students(20,8%) were still talking and taking out their materials, the rest eleven (45,8%) they even realize that the lesson had already began.

Regarding to the homework achievement only five (20,8%) students did the hole activity oriented, three students(12,5%) did three of the five items they had to do, in the other hand the other sixteen (66,6%) did not do any item.

In the third indicator related to the attitude and responsibility toward tasks only four students(16,6 %) had a great interest to assume any activity or task, but the rest twenty students (83,3 %) were not interested in assuming their tasks.

According to the correct use of the uniform twelve (50%) students used correctly their uniform, six (25%) students had forgotten their sign, the rest six were using their shirts incorrectly

This other method (Survey annex 2) applied gave to the evaluator an idea of the real condition in which the students are according to the domain of vocabulary and concepts related to values. In this activity they had to make their own concept of what values and responsibility are for them, and here are the results:

### **Survey:**

This activity was another method applied to the entire group that represents the (100%) of the sample. In the first question of this survey they had to answer what values were for them. Only eight (33,3 %) students could answer properly and rightly, other seven (29,1%) of students had an idea less elaborated of what values were. The rest nine (37, 5% had a vague idea of what values were.

The second aspect to be answered was what they understood by responsibility: from the all group only ten (41,6 %) students had a real idea of what responsibility was. The rest fourteen (58,3 %) were a little confused about the topic.

The third question was about which characteristics a person should have to be responsible toward his/her tasks in life. Twelve (50%) of them mentioned at least four or five characteristics, the other half had a vague idea related to this.

The last question was about if they liked to have responsibility among their qualities. After a long discussion about what responsibility was, all of them agreed.

During the application of these instruments many difficulties and potentialities were perceived in the students such as:

**Difficulties:**

- Motivation toward solving tasks.
- Enthusiasm toward achieving their tasks.
- Interest to assume any activity or task.
- A slight idea of what values are.
- They do not know what responsibility represent.
- Characteristics a person should have to be responsible.

**Potentialities:**

- All of them hope to be responsible people in the future.
- The students are good in interpretation of concepts and sentences.
- Group work enthusiasm..

## **Foundation of the Proposal. Teaching Activities.**

After the analysis of the methods applied to the group is necessary to deep on the characteristic of the activities to be applied to the students to solve the difficulties observed in the previous instruments.

To organize the activities that are going to be proposed in this research the work mention many criteria referred to activity:

Many have been the authors who had dealt the term of activity. That is why here are some of the opinions given by authors about this term:

**Activity:** It considered by itself as a system that has its writing, steps and internal changes, its development.(Leontiev, AN. 1985, p.85).

**Activity:** Is the way to be in contact dynamically with the reality, through the one it is established the real tie between the man and the world in which it lives. (Petrovski, AV 1983 p.197)

**Activity:** This concept characterizes the function of the subject in the interaction process with the object. The activity is the specific link of the living organism and what rounded it, stable, regulate and control the necessary relation between the living organism and the media. The activity is stimulated by the need, is oriented toward the object that fulfill it and it is develop by means of system of actions, assume the existence psyche in the organism and at the same time, constitute a basic condition for this to arise: Is the motor strength that promotes the development of the psyche itself, (Rosental and Ludin 1980, p.4)

The visible relation that exist among these criteria expressed shows that the activity do not exist out of the relations of the subject and the objective, because it is the influence directed from one to the other.

Taking into account the different concepts analyzed about the activity the work consider opportune to assume as concept of activity the one stated by Rosental and Ludin in 1980, due to it is the most complete.

Apart from these characteristics given by the authors, there are other important elements that differentiate them from other activities, for example:

- 1- Title.
- 2- Objective.
- 3- Time.
- 4- Development.
- 5- Evaluation.

Based on Vygotsky's ideas, it considers education a social process consisting in the transmission and appropriation of contents and forms of culture, that occurs in collaboration with others, and encourages life-lasting personality growth in line (in conformity) with the concrete historical-cultural context in which it takes place. This means that education results from school and family practices, interactions at a workplace or even at an informal social setting.

It is important to make clear that from this perspective school education is understood as the overall pedagogical process displayed at school as a social institution for the transmission of culture to ensure enduring learners growth in agreement with their needs and the requests of their society in a given historical period. It covers cognitive, metacognitive, affective, moral and motivational aspects of personality development

The activities are going to be developed in some occasions inside the class and on other cases outside the class. For example the students can go to visit a museum with the teacher.

The activities to strengthen the value of responsibility in the students of 11<sup>th</sup> grade in High school are characterized by:

**Objectivity:** These activities are proposed departing from the analysis of the results of the instruments applied to the students and the need which is derived from them to strengthen the value of responsibility taking into account the characteristics and conditions of the sample.

**Integrity:** It takes into consideration the qualities, values, ways of acting, and different forms of a responsible acting such as the guidelines to follow for a good ethical-moral development in the proposed activities that are supported in the Guiding Program to the fostering of Moral Values.

**Flexibility:** The activities are subjected to changes taking into account its capacity to be redesigned in correspondence with the results that had been obtained during its implementation, the objectives proposed, the needs, so that its adaptability to concrete conditions in which are applied.

**Developing:** It permits not only the strengthening of the value responsibility, but also qualities, other values and ways of acting to guide the students to the action so at school as in the community making possible the active appropriation of culture where it is strengthen moreover, its autonomy in a close relation with the process of socialization that the group experience, in the collective and society.

**Contextualizing:** The activities can be adapted to the characteristics of the students and each socializing-factor and educative from school and community having the opportunity to interact in different socializing context.

**Experience:** The experiences of the students, teachers, director of school and community are important elements and permanents of the content of the activity that permits the student recognize itself, the means and others as an object of this process.

**Updating:** The activities materialize the pedagogical philosophical sociological and psychological conception collected about activity.

**Applicability:** The activities are viable due to the necessary resources to its application are the minimum and they give the necessary motivation to the participation so the teacher as the student.

### **Activity # 1 Responsibility. Moral value.**

**Objective:** Define responsibility as a moral value in the students of 11<sup>th</sup>-4 at Eduardo García Delgado High School.

**Orientations:** Students are assigned to look up the meaning of the words: moral value are responsibility.

**Bibliography:**



-In a dictionary at school's Library.

-Wikipedia.

-Encarta Dictionary at the computers.

### **Procedures:**

The group will be divided in two teams so as to analyze the concept they have found and then create their own on. Then a member of each group reports the definition they have created. Meanwhile a team exposes the rest of the group has to take notes.

### **Control and evaluation:**

At the end of the activity the whole group has to create a final and definite concept. To conclude they have to evaluate themselves.

-After doing these activities the teacher is going to ask the rest of the students if responsibility is an important value to today's and future generations.

This activity allows the students to characterize responsibility as moral value and being educated according to the demands of the social reality they are living.

**Evaluation:** This activity is going to be evaluated qualitatively according to the answer any of them could give. The evaluation will be also determined in as a group agreement.

### **Activity # 2 Studying efficiently.**

**Objective:** To contribute to the formation of a responsible attitude in students toward the study through checking independent works.

**Orientations:** This activity will be developed systematically in teaching process, through the observation of the student's attitude toward the fulfillment of teaching activities.

To check the study, the teacher of English has different ways:

- Checking teaching activities in class.
- Fulfillment of given teaching activities in class.
- Checking homework and solving exercises from the educative software.

The control of these activities will be daily, and **the evaluation** will be given at the end of every exercise, each student has to give him/herself evaluation.

### **Activity # 3 Assuming tasks to accomplish it with dignity.**

**Objective:** To rate the students' effort toward the fulfillment of a given task.

**Orientation:** The student has to talk to a member of their family and ask this person if he/she had assumed any important task, and what did he/she do to fulfill it.

-Then the student has to comment on this talk.

To orientate an observation guide before watching some fragments from the film "Behavior", Taking into account the three stages.

Before watching the video:

-We are going to debate what would be the movie about taking as reference its title.

While watching the video:

-What is the name of the main character?

-Is he in Elementary School?

-Is his mother a good example to follow?

-What is the teacher like?

-What is the main character like?

After watching the movie:

-Which were Chalas' responsibilities at home? Were they right?

-Was he responsible at school?

-What did the teacher do to help Chalas and his family?

-Which moral values do you consider the boy attached to his personality at the end of the story?

The film will be watched and then the students' answer will be debated.

### **Evaluation:**

Through this activity will be evaluated the effort students have to do to solve it, and the best answer will be recognized at the parents' meeting to motivate the rest of group to be responsible.

### **Activity # 4 How to wear my uniform?**

**Objective:** To show a correct personal appearance by using correctly the uniform that contributes to educate the students on being responsible toward this.

**Orientations:** A video sequence will be presented in which some students are wearing the uniform incorrectly. After watching the video the students are going to answer the following questions:

-What is a uniform?

-Which are the clothes that compound a uniform?

To answer this activity they have to consult a dictionary.

One student should stand up and say the clothes that compound his /her uniform.

Then another student should say if it is right or wrong, and should also say what is incorrect in his partner uniform and in its own.

### **Evaluation:**

This activity would be evaluated individually.

At the end of the activity they should be able to say how to use correctly the uniform.

As a final task they are going to add to their wall chart the name of the students who wear their uniform correctly everyday in order to stimulate the rest to follow this good manner.

### **Activity # 5 What was he like?**

**Objective:** To demonstrate the greatness of a personality on History by means of using moral adjectives and actions this person did in order to enhance their moral values and virtues.

**Orientation:** The group is going to go to the museum Lucha contra bandidos in Trinidad. There, they will have a lecture in which many heroes from our province are going to be mentioned and described. But before doing that they should copy some questions to be answered during the visit to this place. These questions are the following:

-Who was the hero that impressed you the most? Support your answer.

- Which were the moral values you picked up from that hero?

-Did you learn something from the lecture?

-Had you heard about those heroes before?

**Evaluation:**

This activity is going to be checked in the next lesson which is a lecture too in which the principal characters are the students. They are going to be evaluated individually by the teacher taking into account their responses and at the end the group is going to select the best exposition.

**Activity # 6 Let us celebrate the day of the students.**

**Objective:** To enhance students moral values specially responsibility by means of leading a cultural activity.

**Orientation:** The students of group 4 are going to present a cultural activity for the activity of the day of the students celebrated at school on November 17<sup>th</sup>.

The students ought to prepare an activity in which they have to include poems from the writings of Martí. They should also prepare a song with a patriotic character in which responsibility can be seen.

**Evaluation:**

This activity is going to be evaluated by the rest of the students of the school and by the teachers of the group. According to their result they are going to be evaluated that month in their English subject.

**Activity # 7 A special day.**

**Objective:** To enhance moral values by means of making a characterization of the ideal teacher for the students.

**Orientation:** The students are going to write a paragraph in no less than 100 words in which they have to characterize the best teacher for them. Taking Manuel Ascunce and Conrado Benítez as references.

**Evaluation:**

After doing this and debating the texts in the classroom they have to select the best text to be given to that teacher, as a gift for Educators' Day.

### **Activity # 8 What should I do?**

**Objective:** To analyze the micro situation in order to find the best solution to the problem.

**Orientation:** Analyze the following situation.

Martha is a student of 11<sup>th</sup> grade who studies at Eduardo García Delgado High school. She was asked to do an activity for the reception of an important visitor from the province to the school. This was told a week before, but she forgot it. The night before of the important day the teacher call her up to remind her the activity she was supposed to do.

What do you recommend her to do?

- To give up before the problem gets worse.
- To say to her teacher she could not do the activity because she was ill.
- To do a short activity to solve the problem.
- To tell the truth to the teacher and ask for her help.
- What would you do so that it does not happen to you?
- To write down the task so as not to forget it.
- To refuse any task assigned because you are not able to do it.
- To ask for help because you are not good at remembering things.
- Create your own choice.

The students are going to be **evaluated** this way:

Good:

-To tell the truth to the teacher and ask her help.

-To write down the task so as not to forget it.

-To ask for help because you are not good at remembering things.

Regular:

-To do a short activity to solve the problem.

Bad:

-To give up before the problem gets worse.

-To say to her teacher she could not do the activity because she was ill.

-To refuse any task assigned because you are not able to do it.

**Evaluation:**

**The students will be evaluated as following:**

**Good:** 8-10 points

**Regular:** 6-7 points

**Bad:** Less than 6 points

**Activity # 9 Do I study responsibly?**

**Objective:** To contribute through the revision of tasks to the formation of a responsible attitude in students toward the study.

**Orientation:** This activity is developed systematically in the teaching process, through the observation of the attitude toward the fulfillment of the tasks.

To do this activity the teacher should take into account the following aspects:

-Revision of tasks in classes.

-Fulfillment of activities oriented in classes.

-Work with Textbooks and Workbooks in classes.

-Orientation and control of exercises from the software.

The control of the activities will be done in classes and meetings.

**Evaluation:**

The evaluation will be given taking into account their behavior and development while accomplishing this tasks and also will be taking into account the opinion of the teacher of other subjects.

**Activity # 10 Am I responsible?**

**Objective:** To recognize characteristics of responsibility in a person by means of its way of acting.

**Orientation:** The students have to make a self-evaluation of their own ways of acting to recognize characteristics of responsibility in their personality.

Aspects to be taken into account in their own evaluations:

-How is my attitude toward tasks?

\_\_\_ Good \_\_\_ Regular \_\_\_ Bad

-Am I always capable to accept a task?

\_\_\_ Always \_\_\_ Regular \_\_\_ Never

-Do I give my best when I o a task?

\_\_\_ I do \_\_\_ Perhaps \_\_\_ I do not

-Do I volunteer myself to do a task?

\_\_\_ I do \_\_\_ Sometimes I feel motivated \_\_\_ I do not



After answering these questions the student should be able to answer this one:

Am I responsible?

### **Evaluation:**

Firstly the students are going to evaluate themselves (Self-evaluation). After that there will be co-evaluation and finally the teacher evaluates them.

### **Analysis of the final results.**

To confirm the effectiveness of the activities designed, there were applied different methods, Such as: An observation guide and an interview and a survey.

The Observation Guide (Annex3) was made to evaluate the students' behavior toward the teaching process.

During the orientation toward the objective of the lesson 20 students (83, 3%) were paying attention, the rest four (16, 6%) students were distracted and talking during the activity.

During the preparation for the lesson eighteen (75%) students were ready to receive the lesson, the rest six (25%) students were not concentrated in what the teacher was saying.

According to the interest toward solving their tasks 20 (83, 3%) students participated consciously in every activity they were assigned, the other four (16,6%) students were not able to do any activity.

The aptitude toward the Independent Study from the students' side was very positive. Nineteen (79, 6%) students had a great enthusiasm toward solving the lesson, but the rest five (20, 8%) students did not pay attention during the orientation of the Assignment and did not copy it.

**The Interview** (Annex4) was oriented to evaluate the students' knowledge about values, especially responsibility.

In the first question they had to say if they had been explained what values formation means. More than the half of the group (60%) answered yes, the rest (40%) said that they did not remember well if they were told or not.

In the second question the students had to say by means of which activities they were told about values formation. 13 (54, 1%) of the students said that it was by means of conferences, the rest 11(45, 8%) students said that they were told in classes.

The third question was about which of the activities they do every day contributes to the formation on values in their personality. The whole group (100%) coincided that going to school was the activity that more values form in their personality.

During **the survey** the students were evaluated psychologically and intellectually by means of their behavior toward a micro situation (Annex5).

In the first question the students had to say if the behavior of Marta toward her task was correct, to what the whole group (100%) answered no. The majority of the students supported their statements by saying that Marta should have done her task before going out parties.

In the second question the whole group (100%) agreed because they thought that the behavior of Marta toward her task had nothing to do with her friends, she just took a wrong decision.

In the third question the students had to answer if their tasks have priority always, sometimes or never. From the group 16(66, 6%) students said always, the rest 8(33, 3%) said sometimes.

# Conclusions:

1) The fundamentals that support the formation of responsibility in Senior High School students begin with the studies made by different investigators who have taken into account the role of the axiology in the formation of the new generations, though many have been the sources consulted still no final and finished theory can be stated in this field and much more when it comes to different contexts where the individuals interact. It was also confirmed that the theories stated in this field have to be adapted to the actual Cuban school.

2) The study made gave elements that showed real difficulties existing in 11<sup>th</sup> graders at Eduardo García Delgado High School in what concerns the responsibility. The different methods used in this investigation allowed determining the real state of responsibility in the students at the school mentioned before and also permitted the shaping of the activities according to the reality of the students.

3) The application of the activities to strengthen the formation of responsibility in 11<sup>th</sup> graders of Eduardo García Delgado High School in Trinidad is characterized by having objectivity, integrality, flexibility, developing, contextualizing, experiencing, updating, and applicability.

4) The results obtained gave proof for validating the effectiveness of the activities applied in fostering the responsibility value, the professionals consulted stated that the activities are well-structured and are applicable according to the present-day reality of the students. The pre-experiment also permitted to confirm the applicability of the activities due to the results obtained in this stage.

# RECOMMENDATIONS

-To go on searching about this important topic to motivate the teachers to reinforce values through their lessons.

-To recommend this sort of activities for the future training of the teenagers in other High Schools.

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# Annex 1

## **Initial Observation Guide:**

Objective: To confirm if it is assumed by the students the responsibility toward tasks oriented by the teacher.

Aspects to observe:

- Students behavior toward the lesson (Motivation)
- Homework achievement.
- Attitude and responsibility toward tasks (Development during solving activities).
- Correct use of the uniform.

# Annex 2

## Initial Survey:

Objective: To confirm interest and knowledge students have related to values.

We need you answer with sincerity this short survey, because it is anonym, that's why you don't have to write your name.

Thank you.

- 1) What are values for you?
  
- 2) What do you understand for responsibility?
  
- 3) Which characteristics should have a person to be responsible toward his/her tasks in life?
  
- 4) Would you like to have among your qualities the responsibility?

Yes\_\_\_\_\_ No\_\_\_\_\_



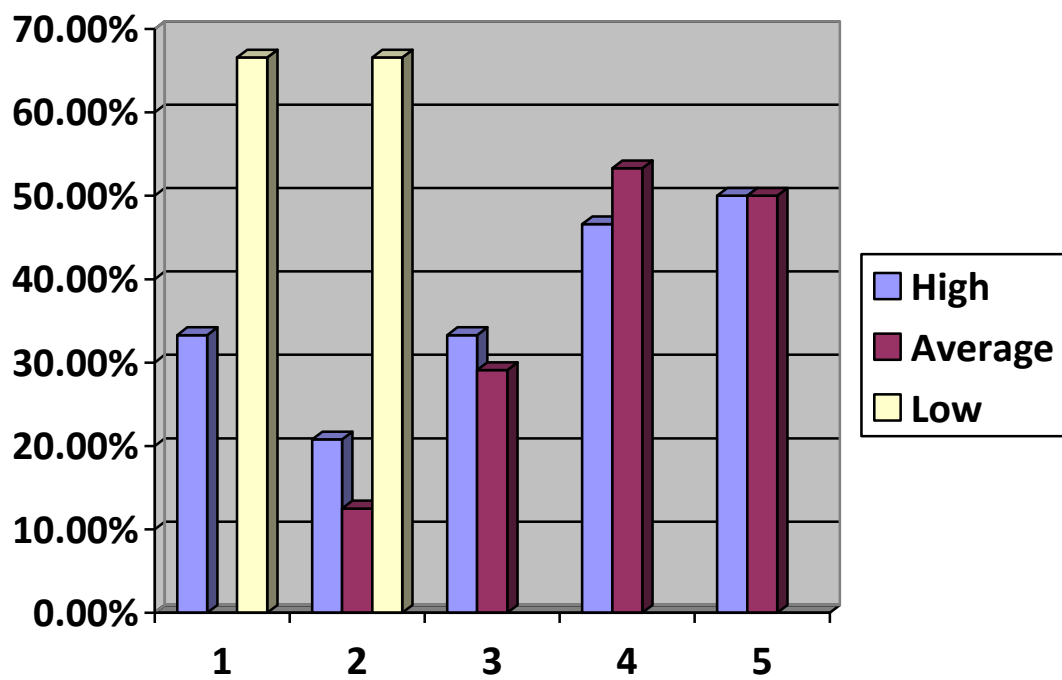
Why?

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Tabulation of the results obtained in the initial methods applied:



# Annex3

## Final Observation Guide.

### Aspects to be evaluated:

-Motivation toward the objective of the lesson.

High (More than the half of the group)

Average (The half of the group)

Low (Less than the half)

-Preparation for the Lesson(To be ready to receive the Lesson).

-Interest toward solving their activities. (Oral and Witten)

-Aptitude toward the orientation of the Independent Study.

# Annex4

## Entrevista a los estudiantes.

¿Les han explicado qué significa formación de valores?

¿Creen ustedes que estas actividades han tenido buenos resultados?

¿Por qué?

¿Cuáles de las actividades que realizan diariamente creen que contribuye a la formación de valores en su personalidad?

# Annex5

## Encuesta:

Se está realizando una investigación sobre la formación del valor responsabilidad por lo que se necesita de su colaboración en el siguiente cuestionario.

-Teniendo en cuenta lo planteado en la siguiente situación, marque con una cruz según corresponda.

Marta es una estudiante de onceno grado muy aventajada. Ella suele participar en todas las actividades que se le convoca. Tiene buenas relaciones con todos sus compañeros; pero Marta ha estado un poco distraída debido a que está haciendo nuevas amistades, pues como siempre le gusta llevarse muy bien con todos. A ella se le asignó una importante tarea con una semana de antelación pues debía dirigir el matutino por el día del estudiante la semana entrante. Todo el fin de semana estuvo de fiesta y cada vez que recordaba su tarea decía: Lo dejo para mañana. El gran día llegó y Marta no hizo lo que debía por lo que fue fuertemente requerida.

¿Crees que la actitud de Marta hacia su tarea fue correcta?

Si  No

¿Por qué?

¿Crees que sus nuevos amigos fueron culpables por esta situación?

Si  No

Argumenta.

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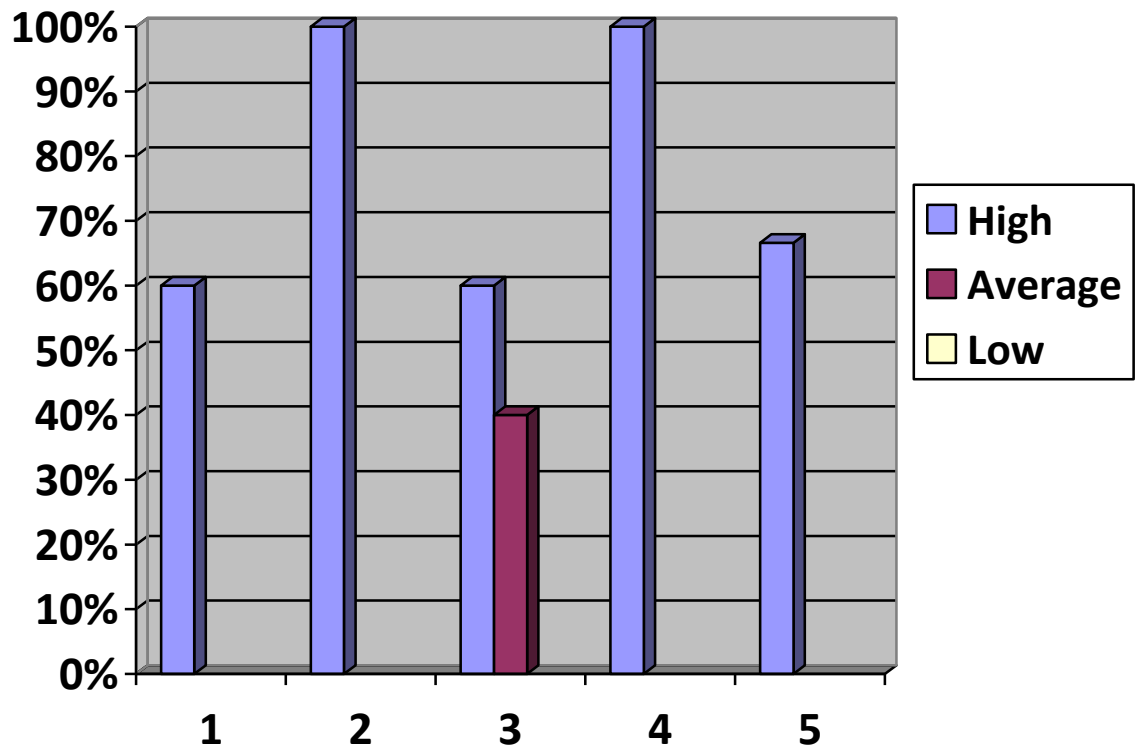
Sueles dejar tus tareas en último lugar.

\_\_\_ Siempre

\_\_\_ A veces

\_\_\_ Nunca

Tabulation of the results obtained in the final instruments applied:



Comparison between the final and the initial results obtained:

