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DIPLOMA WORK

**THE ENGLISH LESSON AS A WAY TO FOSTER THE SOLIDARITY VALUE IN
ELEVENTH GRADERS.**

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THOUGHT

To educate is to sow in moral values, it is to develop an ethics, an attitude towards life. To educate is to sow all the good things that can be in a human being's soul, whose development is opponent's fight, tendencies to selfishness and another attitudes that have to be offsetted by consciousness.

Fidel Castro Ruz.

DEDICATION.

I would like to dedicate this work to my mother, who has always given me support for everything, to my father and to my grandfather who has been a second father for me.

ACKNOWLEDGEMENT

I want to thank all those people who have helped me to do this work possible like my mother, teachers, friends and first of all to the Revolution who has given me this opportunity.

ABSTRACT

Value fostering is a problem that affects the whole world. This investigation entitled "The English lesson as a way to foster the solidarity value in eleventh graders", was originated when its author detected a real problem in Frank País Pre Pedagogical School in Trinidad, and started working to give it a scientific solution to it. Its goal is to foster the solidarity value through the English lesson. Many empirical, theoretical and statistical methods were used in this investigation. After had analyzed the results, it was possible to realize that this value showed the students' politeness and behaviour while treating others.

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INTRODUCTION

One of the integral parts of the communist education of pupils constitutes the moral education. The sphere of action of the moral factor is widening in the socialist society, the relations among people hold by in grand measures ethical criteria. Moral education constitutes a complex process and length that understands the development of feelings and the acquisition of knowledge that the formation of moral conscience, beginning and convictions propitiate parallelly the formation of habits and related way of life with ethics in the conduct.

If we understand feelings as the emotional collaboration that man perceives himself his own stock and the people that surround it , then parents and all society obey the duty to instruct children and to develop in them feelings like friendship, goodness, love for work, collectivism and the hatred to exploitation and injustice.

Moral feelings plus personal data exist, to these duty, justice, honesty and fidelity belongs to. Education of such feelings constitutes an indispensable condition in order that pupils understand the beginnings and the moral communist's standards. Since they belong to the following mentioned principles: Fidelity to the cause of communism, socialist patriotism, proletarian internationalism, and defense of the conquests of the revolution.

The formation and development of moral values in children and young people's personality is in the center of attention of the Cuban educational system. Thus moral formation means an educational process in which the axiological context of certain facts as the way of being, the showing of feelings, the human performance or behavior of a positive social significance that provoke a reaction of approval and reward in the sense of personal intercourse, have a wide effect on the consciousness of the youth.(DR.Chacón Arteaga, Nancy.Dimensión ética de la educación cubana.La Habana; editorial Pueblo y educación, 2006, p.106)

As everybody knows, values can not be transmitted mechanically, this process should have a relation between the education and the practical social activities, it means to relate the knowledge system and the real facts, the economic, politic and social ones because it is very important to develop their work in the right way, to

preserve that real situation, because we live in a convulse world with a lot of problems and then we have to know how to react while facing different situations of the real life.

The revolution has been an indisputable educational source in moral values, the ones that have been told from the behavior of different generations of Cubans through the revolutionary history, this is an important task within the educational system so that the MINED has developed an immense program to reinforce the moral values in all levels.

Values are developed as a system with bases on daily activities of men, their knowledge, believes and representations according to some real phenomena in which they take place as an integral personality. Values as complex formations form a harmonic system that is not only related among them, but also to some aspects of personality.

Of this proposal it is inferred that education in moral values has been the Cuban's maximum aspiration and, of course, this purpose is shown to the students in the IPVCP: Frank País Garcia in the municipality of Trinidad, where the author of this investigation realized that in the students from eleventh grade of this school **there was a lack of solidarity among them, a low level of knowledge about solidarity in the students and a low level of fostering of the solidarity value.** It made the author conclude that this value was not well developed on them. When these ideas were analyzed, the following **scientific problem** was stated: How to foster the solidarity value through the English lessons in eleventh graders? That is why the **Objective** of this investigation is: To apply a set of activities to foster the solidarity value through the English lessons in the students of eleven grades, once inserted them into the English syllabus of this grade.

Scientific questions:

1. Which are the theoretic basics given to foster the solidarity value?
2. Which is the current status of the solidarity value in the students of eleventh

grade in Frank País Garcia Pre Pedagogical School?

3. What demands should have the activities to foster the solidarity value in the students of eleventh grade in Frank País García Pre Pedagogical School?

4. What is the effectiveness achieved with the activities applied to foster the solidarity value in the students of eleventh grade in Frank País García Pre Pedagogical School?

Investigation Tasks:

1. Determination of the fundamentals which support the application of the activities designed to foster the solidarity value for eleventh graders in Frank País Pre Pedagogical School of Trinidad Municipality.
2. Diagnosis of the level of fostering of the solidarity value in eleventh graders in Frank País Pre Pedagogical School of Trinidad Municipality.
3. Elaboration of the activities designed to contribute to foster the solidarity value in eleventh graders in Frank País Pre Pedagogical School of Trinidad Municipality.
4. Validation of the effectiveness of the activities applied in the pedagogical practice to foster the solidarity value in eleventh graders in Frank País Pre Pedagogical School of Trinidad Municipality

To develop the investigation the following **Indicators** were taken into consideration:

1. Level of knowledge about solidarity in the students.
2. Students level of solidarity.
3. Level of fostering of the solidarity value.

Dependent variable: The fostering of the Solidarity value for eleventh graders.

Independent Variable: A set of activities to foster the solidarity value in eleventh graders.

To determine the problem several **Scientific Methods** were applied. They are the following:

- **Theoretical methods.**
- **Empirical methods.**
- **Statistical methods.**

Theoretical Methods:

The Historic and Logic Analysis: It allowed studying the process of values formation, specially, the value of solidarity, and its development through the human history.

Analysis and Synthesis: It was used during the investigation for the determination of elements in the phenomenon which was researched finding veracity and unity to foster the solidarity value in the pupils.

Induction Deduction: It allowed generalizing about the values formation, content and the rest of the information in the bibliography consulted.

Systemic: It was used for the organization of the activities designed.

Empirical Methods:

Analysis of documents :(Pre-University School project, syllabus, textbooks and workbooks, normative documents about politic and ideological work, ruling lines for the formation of values, etc) it allowed confirming the orientations that exist about the values formation process in a general way and about solidarity in a particular one.

Scientific Observation It allowed to state of the student`s way of acting during the diagnostic stage and during the Pedagogical Pre-Experiment to determine the achievements and lack of work addressed to foster the solidarity value.

Pedagogical Pre-Experiment: It was addressed to appreciate the changes experimented by the sample regarding the fostering of the solidarity value from the initial stated to the desired one.

Pedagogical Test: It was used in the diagnostic stage of the sample, to determine the student's knowledge about solidarity.

Statistical Methods:

Percentage Analysis and graphic scales: To analyze the progress related to solidarity and measure the impact of the activities applied to the pupils.

Population and Sample:

As universe it was taken the 83 students of the eleventh grade registration in Frank País Garcia Pre Pedagogical School in Trinidad and as a sample we took 20 students from the group number one. It represents the 24 percent of the registration. The sample was taken intentionally.

The selected sample **facilitated** the implementation of the activities with view to foster the solidarity value. This included rising of the conscience level while acting, the quality of the missions commended by the school and the environment where they were developed

As **weakness:** They were not so solidarious among them, there was lack of knowledge about solidarity and the solidarity factor on them was not so strong.

Scientific novelty: IT is based on the activities developed through English lessons to foster the solidarity value in the scholars from eleventh grade of Frank País Garcia Pre Pedagogical School. This comes along with the Practical contribution. This work is an educational investigation and its topic is the study of the solidarity value. It has a great importance because it constitutes a way of foster this value in the new generations, which is a necessity in the current contemporary schools of the country, to be denominated a deficiency of the educational work.

This work offers a group of oral and written, reading comprehension, grammar and vocabulary activities that do not appear in the syllabus of the English subject with

the purpose to foster the solidarity value in eleventh graders of Frank País García Pre- Pedagogical School.

This work has been structured by an introduction with the methodological components, development with: theoretical foundations regarding to foster solidarity at schools, and the initial diagnose, the proposal of activities and the final results. It also has conclusions, recommendations, bibliography and annexes.

Importance of the work:

The importance of this research is based on the fostering of one of the most important moral values that lots of people need in the whole world nowadays to improve the relationships upon the base of the respect and the mutual help among them since early ages.

DEVELOPMENT

Theoretical groundwork.

MORAL VALUES AND THEIR RELATION WITH EDUCATION.

It is important to bear the linkage established among the education received by subjects of particular manner and another objectives that must give answer to in a general way, that is, the necessary contribution that must offer education to the individual development from one part and social development to another, as The doctor in Pedagogical Sciences Amelia Amador expressed. "Like two poles of a same string in tension that represent two points". The first one represents a point of arrival and the second one represents a point of departure respectively in the educational work.

The individual development is a process ruled by laws historically grouped into one that they take out an essential paper in the autogenic flat in those conditions given rise to the man's surging in the phylogenic diagram. In specific relation with the solidarity value is determining this activity, communication with others and with oneself as from the satisfaction of vital needs that permit him the conservation of the sort whom he is part of. Right now that man like social being, interrelates its personality with the society, in the social and fundamental relation, and it determines the direction of this personality, even though it is necessary to keep in mind that this relation has a bilateral character where man as the object, does not stand alone but also fastened in this system, the fact is, that for establishing relations of solidarity among themselves this becomes necessary.

The analysis of different documents allowed to conclude that although many things have been written about the fostering of values since the school and several research works have been written about the topic too, they have had as a goal the object of the professionals of the educational levels and in the case of the school they have pointed out toward other aspects of the educative work. Then, as the answer hasn't come to the solution of the polemic situation stated it was necessary to develop this investigation. Moral values are an ideological part of the society and the intern world of any human being.

METHODOLOGICAL FOUNDATIONS FOR THE WORK WITH THE VALUES:

Moral education is the essence of the formation of values, is not in no way a spontaneous process so that it responds to requirements on those that the educational investigation has intruded one and another time with the intention of discovering them for their incorporation to the pedagogic practice. In this way, for example, the Soviet pedagogic literature picks up the formulations of Smirnov, Selivanov and Krutietsk that expose four fundamental requirements:

1. Correction, accuracy and authenticity of the ethical knowledge (that should belong together with the reality).
2. Scientific foundation and their corresponding application in the practice.
3. Expression of the convictions at level of the individual behaviour.
4. Relative stability of the norms of value (what forces to achieve certain individual stability).

In consequence with these general requirements we can point toward certain necessary abilities for the fostering of values that should be integral part of the arsenal of professional competitions of the educational, that is:

1. To observe and to identify each student's possibilities to establish the level of access of their moral autoconsciousness.
2. To use the ways (all) that allow influencing in the moral education of the students.
3. Not to admit as unquestionable the moral judgements of the students (shielded in the individual supposed right or of the personal question).
4. To promote the expression of the convictions through the behaviours (honesty vs. falsification).
5. To favour the restructuring of the points of view without fearing to the own or other people's errors.
6. To consider the perspectives and regularities of the development of the age (what presupposes the adaptation).
7. To occupy a position adopted in the organization of the activity (the moral leadership, the exemplariness)

Maybe this last ability is the one that requires bigger capacity of personal sacrifice, since the moral leadership cannot be reached for the way of the study or the practice but through the implication and the teacher's commitment with the daily problems of the school and outside of it. It is necessary to remember then the phrase of José de la Luz y Caballero that demanded from the educator the quality of "alive gospel".

For an appropriate formulation of the strategy for the formation of values in the children and adolescents it is necessary to accept and to put into practice a series of requirements that are stated below:

1. To observe student's individual peculiarities to find the ways to stimulate the sensibility.
2. To respect all related with the individuality, to recognize that the moral education should be personalized.
3. To contribute to the creation of moral situations (singular and in groups) that allow the development and bloom of the ethical convictions.
4. To discover the effects, to analyze the causes that originate them and to contribute to their elimination.
5. To educate in the mark of the relationships aware with the students, the peculiarities of the emotional development, to support and to stimulate the moral forces contained in each student.

These requirements allow defining the functions that the teacher carries out during the formation of the system of the students' values.

Historical Background and position of Cuba regarding to Values.

The study of the History of Cuba constitutes an inexhaustible source of culture and moral values that must be transmitted to the new generations.

In our case we can say that few countries have such a rich and beautiful history as the History of Cuba is. Since the native's confrontation against the conqueror until the current moments there are infinity of facts, events, manifestations, behaviour, that when working them with the students, besides to increase knowledge and to enlarge the culture, awake emotions, expectations and feelings that when the

teacher takes advantage of the situation he is able to transform in a positive way the formation of the boy, of the adolescent and of the youth.

Teachers and professors, from the earliest ages and for all the existent ways, will know the events and personalities that have to do with the History of Cuba. As our Commander in Chief: Fidel Castro Ruz has pointed out, "to study History is a way to acquire values, it is a way of being inspired by those men that were really exemplary".

When a boy, an adolescent or a youth, through reflections and activities well conceived, knows an example of heroism, of courage, of love for the homeland, of tenacity, when he appreciates a detachment act of material indifference, of perseverance in the study and in the achievement of the fair objectives, he receives that influence and therefore, although we do not notice at first sight, he goes incorporating features and qualities that will contribute to his formation.

The heroic tradition of our people, its courage is more than the result of the procers like Jose Agustin y Caballero, Felix Varela ,Jose de la Luz y Caballelro,Rafael Maria de Mendive,Jose Marti, which were able to educate more than one generation in the social justice, equity, patriotism, liberty . Enrique José Varona expressed about how to educate in values the new generations:

“To make a man from a kid is to take an organism in growing, to watch him and to take him to his perfect development ways of growing”.

Education in moral values. A pedagogic task.

Contents and moral values are the expression given to the socioeconomic and class-conscious conditions of the historic epoch. That's the reason for the formation of moral values is a road to achieve in the human improvement from a position together with the historic moment that it is enjoyed. The Pedagogical school as previous level of the university should determine the basic general preparation in the educational system which has to guarantee some aspects to be achieved:

1. Systematizing and integrating the attributes, patterns or social rules of conduct that are identified with the beginnings of socialist morals.
2. Basing the reflexive thought, the set of attributes and moral values that must characterize every young Cuban revolutionary as well as internationalism, patriotism and humanism.
3. Forming positive attitudes that they lead to responsible decisions.

According to values many definitions have been given and some terms related to them are mention as follow:

VALUE:

It is everything that has a positive social significance that arises in the process of the practical activity and it has concrete historical character.

According to the Director Program of Education (2007:2) it raises that value is the meaning of the object for the subject that is the importance grade that has the thing for the man who ties with the object .It is formed as a result of the process, is the humanized reality with positive meaning for men.

Moral value: It is a system of moral representations like, ideas, principles and norms that guide and regulate people's behaviour

Value fostering: It is the activity by means of which the school, the family and the society develops the individuals' moral characteristics of their personalities.

Theoretical definition :(taken by the author of this investigation)

Solidarity: It's to be committed in ideas with other's well-being, in the family, school, working groups, nation and to other countries ,it's to be always attentive on all the human mass that sorround us. It is to avoid been individualist, to refuse been selfish, to be polite and respectful.

From'' The Revolution concept ''given by Fidel Castro:

Solidarity: Is not to give what exceeds, but to share what we have...

He also defines as solidarity: to be compromising in idea and action with the well-being of others: in the family, the school, the labor collectives, the native land and other countries, too. It is also to be always attentive to the human beings who are around us.

Solidarity: Is one of the basics of human conception; it is the end and the primary motive of the value of the social organization. His importance is radical for the good development of a social sound doctrine.

Activity: Authority of acting, diligence, effectiveness, unity of operations or own tasks of a person.

Fostering: To give strength and get it.

According to Webster`s Dictionary foster is to make stronger, to become stronger.

Other terms used by different authors:

Value: "It Is... the signification socially positive that objects and phenomenon get of the reality to be included in the human practical process"(Fabelo,1989:43).Therefore ,all values have signification, but not all signification represent a value, but it is only which plays a positive role to the society.

Nancy Chacòn defines as **moral value** "... the positive social signification, good, opposite to the bad of a phenomenon (fact, behavior),in form of principle, norm or representation of the good the right, the duty with an appreciate and normative character according to the awareness that regulate and direct people`s attitude toward the moral progress, the development of humanism and the human improvement".(Chacòn,2003:4)

Taking into account the previously concepts expressed by different people the author of this research elaborated his own concept of solidarity which expresses that **solidarity:** It's to be committed in ideas with other's well-being, in the family, school, working groups, nation and to other countries ,it's to be always attentive on

all the human mass that surround us. It is to avoid being individualist, to refuse being selfish, to be polite and respectful.

Ways of acting associated to the solidarity value:

- To identify oneself with the right reasons and to be ready to defend them.
- To be ready to face solidarious actions outside and inside the native land, even without mattering the sacrifice we might face.
- To contribute from the individual to the fulfillment of the collective tasks.
- To socialize the results of the work and study.
- To participate actively in the solution of the group and the community's troubles.
- To promote collective activities of austerity and modesty.
- To foster the work and collaboration spirit in teams to develop the collective consultation, the dialogue and the debate to the identification of the troubles and find out positive solution ways.

Some aspects to achieve the solidarity value:

.Military, patriotic and internationalist education.

.The study of the history of Cuba.

.The political and ideological population.

.Knowing and admiring the achievement of our revolution.

.Knowing the principles of the socialist democracy.

Laboral and economic education.

.Demonstrate good manners at living together in society, mental and physical health expressed in their appropriate personal appearances and a responsible

honest and honorable behavior, on their social, friendly couple and family relationship.

INITIAL DIAGNOSE

INITIAL DIAGNOSE. PROPOSAL OF ACTIVITIES AND ANALYSIS OF THE RESULTS.

2.1 Initial diagnoses.

In the first part of this investigation some methods and techniques were used to know the difficulties about the fostering of the solidarity value.

The sample was taken intentionally. From the 20 pupils chosen as sample 12 of them are female and 8 are male, 8 of them are meztizo, 6 are white and 6 are black. Those pupils represent as fortitude: their interest before some activities and as weakness: they were not so solidarious among them, there was lack of knowledge about solidarity and the solidarity factor on them was not so strong.

During the investigation there were also **consulted** several important **documents** which point out the necessity of fostering the values formation from the school, specially, the solidarity one.(see annex 1)

An ordinal scale as it is shown in the following chart was used to measure the indicators of the fostering of the solidarity value.

Levels of the Value:		Range
Low	L	0 – 35 %
Medial	M	36 – 50 %
High	H	51 – 100 %

Evaluative scale:

- The pupil will be tested in the **high level (H)** if he is able to answer all the questions, so he has enough knowledge about solidarity.
- The pupil will be tested in the **medial level (M)** if he is able to answer three questions in a correct way, so he has some knowledge about solidarity.
- The pupil will be tested in the **low level (L)** if he is not able to answer any question, so he does not have any knowledge about solidarity.

- An **observation** to the students(see annex 2)was applied to know about the real state of the problem, it was guided by some aspects to notice the students' behavior during the development of the activities organized by the school and out of the school.It let us to know that in this observation from **20** students of the sample just **2** which represent the **10 %** are worried about if any of them is sick,and is able to take him/her the notebooks at home, **4** which represent the **20%** help each other when working in teams,**3** which represent the **33.3%** borrow their school objects,**4** which represent the **20%** show good manner while doing different activities, **5** which represent the **25 %** have a good relationships with their partners and just **3** which represent the **33.3 %** are able to offer and to give help, if any of them has a problem, where it could be realized that they were not solidarious almost all the time that represent a **low level** of **fostering** solidarity.

It was also applied an **initial Pedagogical Test (See annex3)** to determine the student's knowledge about solidarity at the beginning of this research. The results were as follows:

From the **20** students of the sample, **2** were registered in the **high level** which represents the **10%**.

3 were registered in the **medial level** which represents the **15 %**.

15 were registered in the **low level** which represents the **75 %**.

Taking into account that the results obtained in the first stage of the investigation were regularly low, it was decided to apply the activities designed.

PROPOSAL OF ACTIVITIES

Fundamentation of the activities designed:

After finishing the theoretical groundwork of the scientific problem of the investigation and supported by the study done with the bibliography consulted, the bases were established to design the activities which aim is the general objective for Pre-University School Levels, to form solidarious students.

The activities were designed taking into account the diagnose applied, aside from the necessities of the Pre-University School Projects so they can be used in other contexts with similar characteristics as well.

The structure of the activities is the following:

- Title.
- Objective.
- Methodological procedure.
- Content.

During the application of the activities it was necessary to follow the following Steps:

- Introduction.
- Orientation of the activity.
- Control of the activity.
- Way of testing.

Activity 1

Title: What is your friend like?

Objective: The students should be able to express orally, the communicative functions to reinforce the solidarity value, by means of microsituations.

Procedure:

The teacher will start the activity talking about the content studied presenting two flags. (CUBA-VENEZUELA)

1. Meeting someone.

You met a person from Venezuela and establish a dialogue taking into account the following patterns:

- a) Greetings.
- b) Ask his/her name.
- c) Ask where is he or she from?
- d) Ask about an important personality in his or her country.
- e) Mention some of them.

Example:

Simon Bolivar

José Martí.

- f) What about Fidel Castro and Hugo Chavez?
- g) Ask him or her about what are they like?
- .h) What comes to mind when you see a flag from Cuba and Venezuela?

Say good bye.

End of the activity.

The teacher will check if the students are asking and answering the questions among them, emphasizing on their pronunciation.

The teacher will evaluate the student's participation in couples.

ACTIVITY 2.

Title: Cuba and its solidarity with the world.

Objective. The students should be able to comprehend a text by means of **yes** or **no** questions to develop comprehension abilities to deep on their solidarity feelings.

TEXT.

Mary is a friend from Nicaragua. She lives very concerned about two minerals, calcium and fluorine, she wants to be a top model but her smile is not perfect and to better it costs 120 dollars per tooth, naturally she is not that will not make possible her dream comes true. When she came to Cuba for the Youth Festival, she almost died as soon as the pain started however her happiness was indescribable when she heard the words "it's free". And she had not paid anything for this.

QUESTIONS:

1. Do you think important the solidarity our country gives to others?
2. Can you mention any example of solidarity in any other country?
3. Do you think that we, Cubans should be solidarious among us? How?

By means of this activity the teacher is going to increase the solidarity value in the students.

The teacher will check if the students are answering the questions on their notebooks.

The teacher will evaluate the student's answers taking into account the grammatical structures.

ACTIVITY 3

Title: Guess The Words.

Objective: Students should be able to identify some words related to solidarity by means of a puzzle to reinforce such value and to increase their vocabulary.

1. Find out the words related to solidarity from the list.

T	N	E	O	R	T	R	T	K	D	J	U	J	P	V
P	A	R	T	N	E	R	S	H	I	P	Z	I	U	K
B	R	O	T	H	E	R	H	O	O	D	H	U	Z	N
I	M	T	K	D	J	J	H	I	O	S	K	L	O	H
S	U	P	P	O	R	T	Z	X	D	J	K	I	M	E
O	T	X	J	L	U	C	H	N	E	E	T	O	L	L
L	U	X	J	L	U	U	E	U	D	A	I	F	L	P
I	A	H	L	H	L	I	Y	L	R	T	H	O	K	F
D	L	R	T	K	R	J	E	E	N	E	O	R	T	U
A	R	F	H	F	U	H	P	U	X	V	K	W	O	L
R	E	C	I	P	R	O	S	I	T	Y	F	O	L	N
I	R	T	K	H	O	N	E	O	R	T	H	K	L	E
T	D	J	U	C	X	J	L	U	U	E	J	S	J	S
Y	C	O	N	T	R	I	B	U	T	I	O	N	L	S

List: Partnership, brotherhood, friendship, cooperation, contribution, solidarity, helpfulness,

Mutual, reciprocity.

1. After this the students should speak about what these words mean for them.

2. Write some sentences using different grammatical tenses using those words.

The teacher will check if the students are trying to find out the words and if they are writing the sentences using the correct grammatical structures.

The teacher will evaluate the answers and way of reading the sentences .

Activity 4.

Title: Let's be solidarious with others.

Objective: Students should be able to comprehend a written text to deep on their solidarity feelings.

Procedure:

The teacher will explain the pupils the importance of being solidarious with others without mattering the place or moment in which they might be. Then, he will suggest them to talk about an experience in which they have been solidarious. Finally he will invite them to analyze a text carefully and answer some questions about it.

Text:

A group of Canadian teachers came to Cuba for stretching lazes of friendship with our nation and interchange knowledges with Cuban teachers. In their trip two of them had some problems with their luggage and they felt very bad because of it. They went to the airport office to ask about this situation and one of the officers helped them to solve the mistake. They were so thankful with the solution and thanked the authorities. When they meet the Cuban partners they asked them how is possible that our country has been so solidarious with the world in spite of being blocked by the northern since a long time ago. A member of our delegation explained the way we go on with the revolution's conquests and look for solutions for everything. Canadian delegation stayed imprested by the explanations given and thanked the Cuban education system for the hospitality and for giving them an authentic collection of the book " Cien horas con Fidel".

Questions:

1.1

- a)** Why did Canadian teachers come to Cuba?
- b)** Did they have problems with something during their trip?
- c)** Did they find a solution?
- d)** Did someone help them?
- e)** Were they thankful for the solution?
- f)** Why were they impressed?
- g)** Have you spoken with people from other countries about our achievements?
- h)** Do you think it is important to have good relationships with other countries. Why?
- i)** Do you consider yourself solidary?
- j)** Have our Commander in Chief spoken about solidarity in other occasions?
- k)** Have you heard people from other countries speaking about the solidarity that our nation has offered to the world?
- L)** What would you do to be solidary?

The teacher will check if the students are answering the questions on their notebooks.

The teacher will evaluate the student's answers taking into account the grammatical structures.

Activity5

Title: What should I do or not?

Objective: Students should comprehend solidarious actions to identify themselves with the solidarity value.

Procedure: The teacher will give the students some real situations and they should tick the ones they think are correct and they should argue in the incorrect cases.

Imagine you are in these real situations. What would you do?

1. Tick the ones you think are correct.

A. ___ One person you don't know touches your door because of the weather. You allow him get in.

B. ___ Your neighbour is needing your iron for some minutes and you tell him/her not.

C. ___ An unknown man needs suddenly and asthma spray and you borrow him it.

d. ___ You have travelled abroad and you're walking on a street and a beggar begs you some coins. You don't give him nothing, and you tell him/her "go away".

E. ___ A partner of your work is in need of blood because of a disease. You have the same blood and you do not offer her yours.

F. ___ You are an excellent doctor and the government gives you the mission of going to a destroy country because of an earth wake. You say not.

G. ___ A tourist is hired in a hostel in front of your house. He has established a good friendship with you and he has broken a leg. You have some crutches and you borrow him them.

1.2 Explain the incorrect cases.

1.3 Mention other three correct examples that you have seen in your daily life.

Before checking it orally the teacher will check if all the students answered the items in their notebooks.

The teacher will evaluate all the answers given by the students.

Activity 6.

Title: Why toward Cangamba?

Objective: Students should debate the film Cangamba in order to foster Solidarity value.

Procedure

The teacher will give the students a questionnaire about the film.

The observation guide will be written on the board.

The students will watch the film.

After the students have seen the film they will debate it with the teacher.

Observation guidance:

1. Who are the main characters?
2. What country and period are reflected in the film?
3. Why did Cubans go there?
4. Did Cubans help that people?
5. Were Cubans brave?
6. Has any relative of you faced a situation like this one?
7. Will you be able to fight for your mother country or maybe another country in case of an invasion?

The teacher will check if the students are paying attention to the film and if they are focused on it.

The teacher will evaluate orally and in written form the answer given by the

students.

Activity 7.

Title: Who will you be helping for the next time?

Objective: Students should express their level of conscious moral values with grandparents to foster solidarity.

Procedure: The teacher will begin the lesson asking the students "have you thought in your old age?", and they should answer with **yes** or **no**. After this the teacher will give the students some real situations which happen in our daily routine and they should answer with the same answers and argue some of them.

Activity

1. Suppose you are 77 years old and you want to cross a dangerous street, but you can not do it because of the traffic. You say to a teenager "Help me to cross the street", please and then he laughs and says no. Will you be laughing at this?

2. You are 60 years old and you will be visiting some relatives out of your town and you get lose. You ask a couple that is near you and they show you how to get there. Will you be thanking this?

3. An old man is making water in front of your house and he asks you for permission to go to the bathroom. Will you be thinking on tell him yes?

4. An old man is traveling in the same truck you are, and when he is going to pay at the end, he is in need of five pesos that you have. Will you be thinking on giving him this money?

The teacher will check if the students share their opinions about the situations.

The teacher will evaluate the student's participation taking into account their pronunciations, and if they give complete answers.

Activity 8.

Title: Two Cubans in a rain of tears and love.

Objective: Students should be able to comprehend a written story by means of wh-questions to deep on foster solidarity and good feelings.

Procedure: The teacher will give each two the students a text so that they read, analyze and debate it.

Read the following text carefully and answers the questions.

Ernersto was a young man who had just arrived to 19 years old.His childhood had been developed among mountains,rivers and the sound of birds and animals in the mountains of “El Escambray trinitario”.One day our revolution needed young and revolutionary people to do a misson in a needed country.Angola was the scene of the adventure.Ernesto was sent to this new and unnown land sorrouded by wild beasts,expendables who were able to kill even the smallest smile of teenager.Between the sadness and lonelines he realized of the existence of a girl who had been sent there as a nurse.She was Mary of 27 years old from San Cristobal,Pinar del Rio.They felt an attraction each other and they got involved in a passion between sadness and pain. While some partners died and suffer hurts and shoots they got deep into love.But one unexpected day an unwished dream woke Mary up.One shoot reached Ernesto and he felt almost dead. He was taken to a hospital to 14 kilometers from the place they were, and the only one thing could save him was Mary’s blood. He stayed disabled but she brought his life back.

Questions:

Answer the following questions in written form:

1. Who are the main characters in the story?
2. What value is presented in the story?
3. What happened to Ernesto?
4. Where did Ernerto live?
5. Where did Mary Live?
6. Why were they sent to Angola?
7. What would you do if you were in such situation?

The teacher will check if the students are answering the questions on their notebooks.

The teacher will evaluate the student's answers taking into account the grammatical structures.

Results

- After the appliance of the activities were used a group of instruments to analyze its results. It was applied the same observation (**annex 2**) to the **20** students taken as a sample to **know** the student's behaviour during the development of the activities organized by the school and out of the school. The results were: **8** which represent the **40 %** are worried about if any of them is sick, and is able to take him/her the notebooks at home, **14** which represent the **70 %** help each other when working in teams, **11** which represent the **55 %** borrow their school objects, **10** which represent the **50%** show good manner while doing different activities, **16** which represent the **80 %** have a good relationships with their partners and **18** which represent the **90 %** are able to offer and to give help, if any of them has a problem. Where it could be realized that they were solidarious almost all the time that represent a **high level** of **fostering** solidarity.
- Then, it was applied a final pedagogical test (**Annex 4**) to the **20** students taken as a sample headed by differents questions to check if they know about solidarity value .From the twenty students registered **15 understood** what solidarity is, which represents the **75%**, **3 understood** what solidarity is, taking into account some weaknesses and insufficiencies, which represents the **15%**, and just **2 knew** what solidarity is, but they did not act with solidarity all the time, which represents the **10%**. In this final stage we can say that the **level** of fostering of this value now was **high**.

At the end of the investigation we can conclude by saying that the objective of this course work has been fulfilled by getting good results, above all things, the pupils were motivated and interested on the lessons because the activities **reinforced** the solidarity value in each of them, while developing them In class.

Finally a comparison was made taking into account the initial and the final results in order to analyze the effectiveness of the activities(**Annex 5**)

CONCLUSIONS.

The development of the investigation regarding the fostering of the solidarity value was enriched by the contribution of the bibliography consulted.

1. The teaching learning process of the English language and the fostering of the solidarity value were determined through the theoretical and methodological fundamentals developed by different authors.
2. The results obtained by means of the appliance of different methods allowed to notice that eleventh graders from Frank País Pre Pedagogical school of Trinidad Municipality had a low level of knowledge about solidarity value and they did not show good manners while acting related to this value.
3. The elaboration of the activities was designed to contribute to foster the solidarity value in eleventh graders in Frank País Pre Pedagogical school of Trinidad Municipality.
4. The activities applied in the pedagogical practice were effective to foster solidarity value in eleventh graders in Frank País Pre Pedagogical school of Trinidad Municipality. The effectiveness was validated through the results showed in the indicators.

Recommendations:

1. To continue the investigation of this important topic that is the solidarity value.
2. To motivate all teachers to elaborate other activities to reinforce this value.

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Annexes

Annex1

Guía para la revisión del trabajo con documentos

Objective: To value the methodological treatment that appears in these documents related to the fostering of solidarity value in eleventh graders.

Documents to be analyzed:

1. Pre-University School project.
2. Syllabus.
3. Textbook and workbook of eleventh grade.
4. Normative documents about politic and ideological work.
5. Ruling lines for the formation of values.

From each document that is analyzed, it was done an evaluation in relation to the contemplation of actions or activities aimed for the fostering of values in the students.

Annex2

Observation to the students in the diagnostic state and final state.

Objective: To confirm if the students are solidarious.

The teacher took into account the following aspects to carry out to the observation.

1. The students are worried about if any of them is sick, and is able take him/her the notebooks at home.
2. They help each other when working in teams.
3. They borrow their school objects.
4. They show good manners while doing different activities.
5. They have good relationships with their partners.
6. They are able to offer and to give help, if any of them has a problem.

Annex3

Initial pedagogical test.

Objective: To check the student's knowledge about solidarity.

Activities:

1. Tick (√) the words related to the solidarity value.

<input type="checkbox"/> Partnership	<input type="checkbox"/> Friendship
<input type="checkbox"/> Work	<input type="checkbox"/> support
<input type="checkbox"/> Humanism	<input type="checkbox"/> helpfulness
<input type="checkbox"/> Brotherhood	<input type="checkbox"/> house
<input type="checkbox"/> Car	<input type="checkbox"/> world

2. Complete the following idea.

Our country has been an example of solidarity for the world because...

3. Mention 4 historical facts where solidarity value is present.
4. Would you be ready to help any place or country which is in need by any reason?
5. Mention no less than 3 outstanding solidarious personalities of our country.

Annex4

Final pedagogical test:

Objective: To check the student's knowledge about solidarity.

The teacher carried out this test by using the following questions:

1. What does the word solidarity mean to you?
2. What qualities are you suppose to know that a solidarious person might have?
3. Have you ever been solidarious with anyone?
4. Do you consider solidarity an important value? Why?
5. Do you know any country that has been solidarious with us?

Annex5
(Observation to the students)

Aspects	Before		After	
	Total of students	Percent	Total of students	Percent
1	2	10%	8	40%
2	4	20%	14	70%
3	3	33,3%	11	55%
4	4	20%	10	50%
5	5	25%	16	80%
6	3	33,3%	18	90%