

Teacher training in the application of literary resources as a tool for strengthening vocalization and diction

La formación docente en aplicación de recursos literarios como herramienta de fortalecimiento para la vocalización y dicción

Formação de professores na aplicação de recursos literários como instrumento para reforçar a vocalização e a dicção

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Abstract: This research study aims to improve the vocalization and diction of students, applying literary resources as a complement to the teaching-learning process, improving communication and information quickly and effectively, so that learning is reflective and thus, enhance their learning efficiently, during the academic period 2018- 2019. To argue this project, a bibliographic study, statistical analysis and survey of students and an interview with the director of the institution were carried out, where, knowing the educational reality of the institution, drawing stimulates thinking and reasoning, so it was proposed the design of a didactic guide to increase the interest of students, making them protagonists of their own learning and thus, contribute to their academic training process by developing in them a better vocalization and diction.

Key words: literary resources, vocalization, diction and learning.

Resumen: Con el presente estudio investigativo se pretende mejorar la vocalización y dicción de los estudiantes, aplicando los recursos literarios como complemento del proceso de enseñanza-aprendizaje, mejorando la comunicación e información de manera rápida y eficaz, para que el aprendizaje sea reflexivo y de esta manera, potenciar su aprendizaje de forma eficiente, durante el periodo académico 2018- 2019. Para argumentar este proyecto se realizó el estudio bibliográfico, análisis estadístico y encuesta a los estudiantes y entrevista al directivo de la institución, en donde, conociendo la realidad educativa de la institución se estimule con el dibujo el pensamiento y razonamiento, por lo que se propuso el diseño de una guía didáctica para incrementar el interés de los estudiantes, haciéndolos protagonistas de su propio aprendizaje y de esta manera, aportar a su proceso de formación académica desarrollando en ellos una mejor vocalización y dicción.

Palabras clave: recursos literarios, vocalización, dicción y aprendizaje.

Resumo: Com o presente estudo investigativo pretende-se melhorar a vocalização e dicção dos estudantes, aplicando recursos literários como complemento ao processo ensino-aprendizagem, melhorando a comunicação e informação de forma rápida e eficaz, de modo a que a aprendizagem seja reflexiva e, consequentemente, melhore a sua aprendizagem de forma eficiente, durante o período académico 2018- 2019. Para argumentar este projecto, realizou-se o estudo bibliográfico, análise estatística e inquérito aos estudantes e entrevista com o director da instituição, onde, conhecendo a realidade educativa da instituição é estimulado com o pensamento e raciocínio do desenho, pelo que foi proposto o desenho de um guia didáctico para aumentar o interesse dos estudantes, tornando-os protagonistas da sua

própria aprendizagem e, desta forma, contribuir para o seu processo de formação académica, desenvolvendo neles uma melhor vocalização e dicção.

Palavras-chave: recursos literários, vocalização, dicção e aprendizagem.

INTRODUCTION

The communication process is complex when one of the forms for this purpose is not correctly defined, a situation that confuses the attention regarding the vocalization and diction of the message to be transmitted, taking into account that it affects the communicational relationship, a fact that occurs at the basic education level with students in the teaching-learning process in the classroom.

This research develops the problem of vocalization and diction presented by students in the eighth grade of elementary education, a situation that does not allow them to achieve adequate communication, and the message that is intended to be communicated may be distorted, which disconnects the receiver from the message that is intended to be evidenced.

For a correct vocalization and diction, one of the practical ways to develop is reading, through creative techniques with the use of literary resources, one of the forms of language considered in several researches in Latin America.

Literary resources suggest different contributions for communication and how to stimulate pronunciation in students in order to establish a clear communication through vocalization and correct diction. These strategies allow us not only to reach the students in a precise way, related to the proper pronunciation of the message to be transmitted, but also these processes reinforce the student's learning.

The scarce use of literary resources to strengthen vocalization and diction in the area of language and literature causes deficiencies in the expressive process, and that, through the use of these, with direct experiences, listening

to both natural and artificial sounds, the pronunciation of words is improved. Referring to the diction we can notice that together with the vocalization it improves the functioning of the verbal language that is presented in the cycle of the communication and in the daily life of each individual.

There are exercises to improve diction, such as reading aloud, where the words are articulated and vocalized, always controlling breathing. One of the problems that are conceived at the time of articulating various words is not opening the mouth correctly, stop breathing in the middle of a sentence, which does not allow to have a good vocalization and diction.

Vocalization and diction is an ability that every human being possesses, that is to say that one is born with it and this is stimulated from their environment; being the parents the first ones to make the child practice. It is important to develop this in the classroom through exercises using literary resources, as these provide us with a number of words for the improvement of these.

How do literary resources impact as a strengthening tool for vocalization and diction in students of eighth parallel year "A" Higher Basic Education of the Escuela de Educación Básica Completa Fiscal "José Martínez Queirolo", district 8 zone 8, circuit 1, Guayas province, Guayaquil canton, Tarqui parish, period 2018-2019?

The present research work aims to improve the teaching and learning process in the educational community in the eighth year students of General Basic Education of the Educational Unit "José Martínez Queirolo", located in the Pascuales parish of the Guayaquil canton, through the recognition and application of literary resources for the importance for the integral formation of the students in the subject of Literature and Spanish, through the reading of stories.

By using techniques of reading aloud and standing in front of a mirror and gesturing appropriately at each word, vocalization and diction can be

improved. Another technique for good vocalization and diction is to practice with a pencil horizontally in the mouth, because it helps to develop a good pronunciation of each word. In this research project the direct beneficiaries will be the students of the Escuela de Educación Básica Completa Fiscal "José Martínez Queirolo" district 8, zone 8, circuit 1, Guayas province, Guayaquil canton, Tarqui parish.

The work has valuable importance because there is an important deficit in the development of students' vocalization and diction, due to the fact that they do not have the skills and abilities to carry out a good vocalization and diction. The project will contribute to a change of knowledge, in the aspect of ways to have a better vocalization and diction, to pronounce sentences or paragraphs correctly, to activate mental structures, reasoning and communication, both oral and written. In that way, this research is selected, thus, the justification is given by its social impact that contributes to the good living of students, instructors and educational entity.

Delimitation of the Problem Field: Education, area: Language and literature, aspects: didactic-pedagogical, title: Literary resources as a strengthening tool for vocalization and diction.

Research premises: Literary resources favor communication, vocalization and diction improve communication in the social environment, and innovative techniques for working with literary resources in the classroom develop correct word intonation.

Therefore, repositories of various universities, articles and scientific journals were used as the basis for the development of this project.

One of the investigations that supports this project is the one on the topic: "(Des) cosmetic veils of the literary resource in high school textbooks" by the author Rocío Rosales Guillén of the University of Chile, Faculty of Philosophy and Humanities, where she indicates that: "Literary resources

present important study methods to achieve the objectives proposed in the educational curriculum. Therefore, the use of these resources helps to meet the objectives previously established within the curriculum and the construction of each student.

MATERIALS AND METHODS

The research carried out is qualitative-quantitative, the type of research is bibliographic, explanatory, descriptive. The methods used were theoretical: analysis-synthesis, inductive-deductive, historical-logical, the techniques used were observation, survey, interview and the instrument was the questionnaire.

The purpose of this research is to establish appropriate recommendations to improve and optimize the development of the subject at present, through the implementation of new and renewed methodologies that provide and strengthen the development of students in their academic and professional training, with the conception and implementation of a didactic guide that promotes the use of literary resources to improve vocalization and diction.

The research techniques used were: observation, survey, interview, which will allow gathering data to corroborate the causes and statistical data obtained, helping to provide a feasible solution to the problem.

Regarding the use of literary resources, we want to know if the teachers use the appropriate literary resources for the development of their classes and the improvement of vocalization and diction. With respect to vocalization and diction, we seek to know the causes that affect the poor development of these in order to provide a practical solution.

RESULTS

As a result, it can be identified that another work used for the development of this educational project is that of the Universidad Pontificia de Salamanca in 2014; with the theme: "The literary text in ELE classes: a didactic and motivating resource", this research describes that: "This article aims to highlight the importance that literature and specifically the literary text should achieve in the educational field of ELE teaching (...)". To conclude, it also analyzes the advantages provided by literary texts, since they are real samples of language that complement the teaching-learning process. Finally, it establishes the selection criteria when choosing the most appropriate literary texts to bring to the classroom.

The literary resources of any time and author can be very good allies for the teaching of the subject of language and literature, because, it has a double interest, on the one hand, by the possible referential value of the contents of the text, for the student gives an opening and expansion of their knowledge, on the other hand, complements any teaching.

Several characteristics should be taken into account when selecting a literary resource. Authentic texts or readings adapted from literary works can be introduced in the classroom.

To select these texts or literary resources, one can choose books that contain Hispanic American culture or those that deal with lexical and morphosyntactic factors, as well as literary style factors. It should be remembered that the essential rule when choosing a literary resource to be able to comment on it is prudence and care, and common sense on the part of the teacher to ensure that the students or reader comes to recognize and assimilate the literary data and to expand and use the linguistic ones in their communicative production.

It is important to emphasize in the research that vocalization and diction for students are part of a product of rigorous preparation ways to promote student participation in presentations on academic subjects.

CONCLUSIONS

That the development of the teaching work is complicated due to the lack of knowledge of the techniques for its execution. That literary resources are a didactic means that is used using vocalization and diction to generate interest in different areas of study, but that it is not used more frequently.

That the ability to achieve better attention to narrative elements through vocalization and diction facilitates the development and capacity of attention and perception of words. That the scarcity of didactic material does not allow the dynamization in the development of the class, in order to achieve a dynamic learning. That the lack of specialization of teachers in the area of language and literature is reflected in the teaching-learning processes, where the relevant methodology is not applied.

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