

¿Sabemos orientar de manera didáctica la construcción de textos literarios?

Do we know how to guide the construction of literary texts in a didactic way?

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Resumen

Una de las aspiraciones de la Educación Superior es la formación de un profesional modelo en el uso y cuidado de su lengua. Investigaciones como las de: (Rodríguez, 2008; Galano, 2009; Martínez, 2010; y Cantillo, 2015), se refieren a la construcción de textos en general, no hacia la de textos literarios. Su abordaje ha sido desde disímiles aristas por (Lorié, 2008; Rojas, 2010; Moreira, 2011, Barrientos, 2012; Aranda, 2016; Ortega, 2017), entre otros. Resultados con aportes en la didáctica de los componentes funcionales; pero, se necesita centrar la atención en la orientación de la construcción del texto literario. Por ello, se propone una metodología sustentada en un modelo de orientación didáctica en la formación inicial del Licenciado en Educación Español - Literatura de Guantánamo.

Palabras clave: Orientación didáctica; Construcción de textos literarios; Transrecursividad literaria profesional; Proyección literaria extrapolativa.

Summary

One of the aspirations of higher education is the formation of a model professional in the use and care of his or her language. Research such as those of: (Rodríguez, 2008; Galano, 2009; Martínez, 2010; and Cantillo, 2015), refer to the construction of texts in general, not to literary texts. Its approach has been from dissimilar edges by (Lorié, 2008; Rojas, 2010; Moreira, 2011, Barrientos, 2012; Aranda, 2016; Ortega, 2017), among others. Results in the contributions in the didactics of the functional components but, it is necessary to focus attention on the orientation of the construction of the literary text. Therefore, a methodology based on a model of didactic orientation is proposed in the initial training of the Bachelor of Education in Spanish - Literature of Guantánamo.

Keywords: Didactic orientation; Construction of literary texts; Professional literary transrecursion; Extrapolative literary projection.

Introduction

From the didactic point of view, the teaching-learning process of written text has undergone several modifications in terms of its treatment and orientation due to the contributions of several researchers who have proposed models, strategies, methodologies and other scientific results.

Several researchers consider the constructive act traversed by stages and see linearity in them; however, (Cassany, 1999; Mata, 2000; Domínguez, 2006), among others, appreciate recursivity, an attribute that is distinguished in this research.

These and other authors expose substantial theoretical elements, as well as suggestions of exercises on the process of textual construction, which constitute aids for the approach of this component; however, the treatment to the construction of literary texts as a typology deserves a more specific orientation, which transcends to higher levels of the aesthetic component, since in it the word acquires a singular beauty, the use of tropes, poetic licenses and certain resources typical of this textual typology predominate.

According to the research carried out, and referred to above, it is evident that there are still gaps in the treatment of the construction of literary written texts, so it is necessary to model its orientation in the Bachelor's Degree in Spanish Education - Literature, which is responsible for training specialists in the knowledge and use of language.

The pedagogical experience of the authors in this teacher training and at different educational levels, for more than twenty years, allows asserting that the construction of literary texts has not been effectively addressed; usually the student is asked to write creatively, however, the teaching-learning of

the construction of the literary text, the guidance on the strategies to follow, how to use the language and how to make decisions in its construction process is insufficient.

In this regard, a research was carried out on the didactic-constructive orientation of the literary text by teachers in training of the Bachelor's Degree in Education, Spanish-Literature of the University of Guantánamo. This is due to the fact that this process has not been effectively addressed; in general, the student is asked to write creatively, however, the teaching-learning of the construction of this textual typology is insufficient, as well as the guidance on the strategies to follow, how to use the language and how to make decisions in its constructive process.

In the educational practice of the Bachelor's Degree in Spanish Education - Literature of the University of Guantánamo, surveys were made to teachers, visits to classes, review of documents such as preparation of subjects, Model of the Professional of this career for Plan E, as well as learning verifications and the following insufficiencies were manifested:

- limitations in the procedures for the construction of the literary text that do not allow delving into the future professional-pedagogical performance, especially, it is not emphasized during the disappearance of the career for more than a decade; lack of a didactic orientation that manages to transcend to the creative level of the literary text and insufficient preparation of students for making decisions that lead to the creative construction of the literary text.

The above analysis corroborates that there is a manifest contradiction between the insufficient didactic orientation expressed in the lack of precision in the levels of help required in the constructive process of the literary text and the need to lead to the students' decision making in the construction of the knowledge required for the future fulfillment of their professional work.

A methodology is developed for the didactic-constructive orientation of literary texts in the initial formation of the Bachelor of Education in Spanish - Literature with a harmonic organization of its components. As a result, a model of didactic-constructive orientation of literary texts is achieved in which relationships are established between the subsystems: Orientation of the literary construction and Orientation of the professional literary construction, which leads to the didactic-literary transrecursivity as a superior quality.

As a novelty, the recursiveness in the construction of the literary text is re-signified and basic reasoning is recognized as an important logical regression not previously noticed in this process, at the same time the procedure is contributed: Extrapolative literary projection, which particularizes the teaching-learning of the construction of literary texts, the creative extrapolation is singled out as an articulating process between comprehension and textual construction and the learning projects as a methodological resource that contemplates a literary writing task, basis of the orientation.

The objective of this work is to socialize the results obtained with the model of constructive orientation of literary texts and the methodology that supports it.

Development

The didactic orientation of the construction of literary texts in the initial formation of the Bachelor's Degree in Education Spanish - Literature

The term orientation has been approached in Cuba from different conceptions; professional orientation, vocational orientation, educational orientation, educational orientation, psychological orientation and professional-vocational orientation are recognized. Didactic orientation has been approached by some, among them Cisneros, who has assumed important theoretical positions that are assumed by the authors.

Didactic orientation is a theoretical perspective that is defined as a process whose main activity is professional help with a sequential, systemic and communicative character. It is based on the epistemological subject-object relationship; it is the guarantor of a logical process of thought, and therefore admits it's logical-reflective character. It is sequential and has a procedural character. It focuses on professional help (...) they are components, also, decision making, form of teaching organization and didactic posture. Cisneros (2018, p.35)

The application of the levels of help constitutes the center of the orientation insofar as it underlines the decisive role of the teacher in the direction of the activity, where he promotes his interaction with the student, so that the student appropriates the way of solving the task.

The aids for the construction of literary texts were proposed by Martínez (2019), who proposes three levels:

First level or exploratory level: it is based on the rescue of the knowledge acquired by the student to activate them and face the assigned task: suggestions of possible topics are raised, support materials are

offered on the types of literary texts and literary resources, proposals are provided for beginnings, intermediate and final part of the texts, ideas for the achievement of semantic closure.

Second level or level of executive aids: they are in the order of actions for textualization, such as a content file on sequential structures or eloquent forms, on extrapolation and intertextuality, suggestions of referents to be taken into account in the creation of expressive resources, an aid with an abstract table on the variety of connectors. These aids enable the taking of positions on the path to follow for the construction of the literary text; they are in the practical-valuative field.

Third level or level of evaluative aids: indicators are established to review the texts, among them, the compliance with the characteristics of the textuality (thematic progression, pertinence, coherence, semantic closure), of the oriented task (purpose, type of text, receiver, formal and external aspects of the text) and of the quality of the constructed literary texts (successes, mistakes, recommendations), which enables self-corrections and constant self-regulation.

Decision-making for the construction of literary texts by teachers in training should be executed from the planning stage, when analyzing the situations proposed, identifying the objective, knowing the knowledge they have to face the task, the organization they will give to the type of literary text chosen and the volitional and affective aspects that encourage them to carry it out; therefore, every decision has two components: one cognitive and the other emotional. In the same way, decisions are made when textualizing and self-revising.

One move from one stage to another at various points in the process in a cyclical manner, and these regressions are made possible by decision-making, which causes the writing to be constructed and reconstructed according to the convenience of the student-writer. However, when constructing texts of any typology and in particular literary texts, it is not always enabled for the student to decide and project, based on the tasks assigned to them, nor are the logical regressions, typical of the recursiveness of the process, always attended to for the construction of the literary text.

The orientation of the construction of literary texts

The construction of literary texts is a contextualized creation of statements that respond to a literary task, contained in a learning project, derived from a base idea, in which the skills, knowledge, experiences and culture of the writer about the types of literary texts, linguistic structures, "knowing how to adapt their use to the demands of the context, knowing how to create a tropological language, and structure coherently or transgressively the discourse, while planning, textualizing and revising his text". (Martínez, 2019, p. 69)

The model of didactic-constructive orientation of literary texts is composed of the subsystems: orientation of literary construction and orientation of professional literary construction; each subsystem in turn has two components in close relation to the subsystem to which they belong and among them, those that give rise to a characteristic, conducive to the desired transformation. From the relationship of interdependence between the subsystems arises a resulting quality.

The subsystem orientation of the literary construction contains the initial orienting basis of the modeled process. It takes shape in the literary systematization component, which favors the extraction of learning that contributes to strengthen knowledge, improve the acquired experiences, according to the desired professional performance mode, and achieves its balance in the interaction with the other component called mediation in the integral demonstration, which evidences the learned knowledge, revealed in the constructive practice of the literary text, where feedback is achieved with the teacher's mediation.

The complementary relationships that exist between the components literary systematization and mediation in the integral demonstration, manifest a procedural logic since the teacher in training, first systematizes knowledge, skills, values, to then apply them in the pre-professional exercises he performs and in his daily practices; he demonstrates what he has learned, both what he has learned through the curriculum and what he has acquired through his experiences and the culture that elevates cognitive capacities. This dialectical relationship allows, to the teacher in initial training, consecutivity until reaching the reconstruction of literary texts, a characteristic that means a new stage in the construction of literary texts.

The reconstruction of literary texts takes shape in the emission of the definitive message of the text, in an act of artistic production of new meanings; it is a new text, proper of the teacher in training - reader - writer, who becomes co-author of the artistic fact and contributes different nuances to it.

The subsystem orientation of the professional literary construction has a transforming function; it enables the human and professional growth of the teacher in initial training of the Bachelor's Degree in Spanish Education - Literature, from a personological approach. The components of this subsystem are: decoding mediation and decision in the intentional construction. The decoding mediation is a help provided by the teacher to teachers in initial training for the approximation of knowledge and the structuring of their thinking, from a professional approach.

The decision in the intentional construction refers Martínez (2019), "is the component that enables decision-making by teachers in initial training, with the intention of efficiently guiding the construction of literary texts as a professional exercise of their training." (p.64)

Deciding to construct literary texts with professional intention, from a decoding mediation, carried out by the teacher towards the teachers in initial training, leads to a constructive intervention, seen as the characteristic that is reached by the interrelation between the components previously exposed; which reveals relations of coordination and interdependence between them.

Constructive intervention is the intentional action of the teacher and teachers in initial training, as protagonists of the teaching-learning process of the construction of literary texts, towards the search for the best alternatives and ways to guide this process. It entails that the teacher places the teachers in initial training in the role of practicing teachers and asks them to guide the construction of literary texts from the base texts studied. (Martínez, 2019, p.72)

From the synergy between the qualities of reconstruction of literary texts and constructive intervention, a resulting quality emerges: didactic-literary transrecursivity; it allows us to appreciate a modification in the logic of recursivity in the construction of literary texts.

Didactic-literary transrecursivity is understood by (Martínez, 2019, p. 74) as the integral path that takes into account the sequence of logical regressions that are made towards the text itself that is reconstructed, towards the base idea and towards the base text; that is, not only are returns made to the interior of the text that is constructed, but also to the exterior of it, to guarantee that the writing task is fulfilled and to take up the elements that the base text provides to be rewritten or reconstructed.

The didactic-literary transrecursivity favors the logic of the process of construction of literary texts; it crosses the whole constructive process and is concretized in a procedure: extrapolative literary projection, which enriches the method of reading and creative activities.

This method is proposed because it is particular for the teaching of literature and since it is modeled for the construction of literary texts from the subjects of Literary Studies, it is considered reasonable to systematize it in the initial formation, transferring it from high school.

The procedure: Extrapolative literary projection is created because of the convenience of its use to particularize the didactic-constructive orientation of literary texts in the initial formation of the Bachelor in Spanish Education - Literature.

This procedure is based on the essence of the relations between the components of the model presented in this thesis, by means of which it is intended to direct the teaching-learning process of the construction of literary texts in the initial training of the Bachelor of Education in Spanish - Literature, towards higher functions of development. This procedure is made feasible with several steps:

- Activation of previous knowledge, stimulation of experiential experiences related to the topic to be treated, incentive of imagination or creation of fictional worlds; Intertextuality with other texts, other stories and other contexts, recreation of literary genres, use of sequential narrative, descriptive, dialogical, argumentative and expository structures, and the creation of literary tropes and figures.

The method of readings and creative activities and its extrapolative literary projection procedure, favor the achievement of the objective of constructing literary texts from other literary texts. They enhance the cultivation of creativity in the construction of literary texts and the promotion of didactic-methodological skills for the orientation of this complex process.

All of the above is concretized in a methodology for the didactic orientation of the construction of literary texts. The methodology has been constituted by conditioning stages that are presented in an orderly manner and allow, in a particular and flexible way, the achievement of the proposed objective. Each one of them includes actions where the reading method and creative activities and its extrapolative literary projection procedure are reflected.

Stages:

- I. Stage of collaborative preparation for the construction of literary texts. This stage constitutes the starting point for the application of the methodology; in it, a diagnostic update is made on the knowledge that teachers of the discipline Literary Studies and teachers in initial training have about the text, its typology, the construction of texts, the construction of literary texts, the particularities of this typology, its generic forms, and the elements of literary theory, among others.

This stage, in turn, has the training and preparation of teachers and teachers in initial training in a collaborative manner; it promotes reflection, analysis, exchange, suggestions and some recommendations for the implementation of the methodology. In this way, they are provided with the necessary elements for the successful development of the teaching-learning process of the construction of literary texts.

- II. Execution stage of the construction of literary texts. In this stage, the implementation of actions for the construction of literary texts is conceived; in this stage, it must be guaranteed that teachers in initial training are motivated to perform the task of literary writing, and that they understand its complexity, but not its impossibility. It should enable the transition from the real state to the desired state in order to achieve the proposed objectives.

It is achieved then, through a cooperative work, to populate the minds of all, so that, after outlining a learning project, they can create their own literary texts from their experiences.

- III- Stage of evaluation of the construction of literary texts. It constitutes an essential stage, it is carried out before, during and at the end of the methodology, so it is considered as the collection and evaluation of the necessary and sufficient information for the improvement of the methodology. It allows for an evaluation of the degree of relevance and feasibility of the actions carried out and of the development of the construction of literary texts by the teachers in initial training, based on the application of the methodology, which will allow for interventions in the planned activities.

In order to corroborate the feasibility and relevance of the model of didactic-constructive orientation of literary texts and the effectiveness of the methodology that supports it, it was carried out through the method of evaluation by experts' criteria and the application of a quasi-experiment, respectively.

The experts' opinions allow synthesizing the following aspects: the didactic model, in its theoretical conformation, it has adequate coherence and scientific rigor; the didactic model has a logical and systemic structure, as it shows an adequate relation among all the components and categories that conform it; the methodology is supported by the theories on the construction of texts. The application of the procedure acquires actuality as it derives from daily practice and responds to the current demands of Higher Education.

The general results of the application of the method of evaluation by experts' criteria lead to the conclusion that the methodology, based on the didactic model, is feasible for the construction of literary texts. The experts emphasized the novelty and pertinence of the proposal.

Some suggestions were expressed, and the pertinent corrections were made to improve the construction of the model and the achievement of the research contributions. The results presented in the second round of the consultation to the experts, after its refinement, provoke in them very favorable opinions in relation to the theoretical construction, and the effects that are reached with the procedure derived from the model.

A quasi-experimental design was used, with the objective of verifying in practice the effectiveness of the proposed didactic model and of the theoretical positions assumed by the author of this research, according to the variant: chronological or time series design.

For the realization of the quasi-experiment, a pre-test, a post-test and an intermediate test are applied in correspondence with three moments of the course of study of the first year in the career.

When contrasting the results of the two initial and final measurements, it is observed that the values of the grades achieved in the group before and after show that, in all cases, in the post-test there is a favorable increase.

In a general sense, transformations are revealed in the pedagogical group and in the teachers in initial training who participated in the research. These are evidenced in a group of factual facts.

Of the teachers:

- They face an educational process, from new positions assumed as a consequence of the implementation of the model, which provides them with a new procedure for the development of the content, and they evidence greater professionalism and commitment to their profession.
- The theoretical conceptions assumed by them allow them to direct such process, and they show greater independence and creativity in the solution of the problems that appear in the initial training.
- Of teachers in initial training:
- Positive changes occur in the affective, manifested in that they all agree in recognizing greater personal satisfaction in relation to the change operated in their preparation to face the challenges of the profession, which stimulates their concerns for learning to teach.
- They recognize today their limitations in the order of literary contents, and refer concerns from the manifest behavior to the expected behavior, from their need to deepen in what refers to the construction of literary texts.
- The quality of the teachers' classes and methodological activities observed in the different scenarios for the development of the educational process is superior, which evidences the usefulness of the model and methodology.
- Progress can be seen in their preparation for the management of the process in their future professional performance, reflected in the aspects consigned in their evaluation.

The impacts achieved are expressed in the achievement of superior results in the mode of action of the future professional, in the transformation experienced in each of the subjects involved and in the effect of the results in the teaching-learning process of the construction of literary texts, expressed in:

Scientific impacts:

- The construction of literary texts was recognized as sustenance of classroom practices by six groups, three of first year in the years (2016, 2017 and 2018), one of second year and one of third year of the course (2017-2018); favoring an enrollment of 72 teachers in initial training.
- This knowledge of the construction of literary texts was projected in overcoming to the methodologists of the Guantánamo municipality.
- It was possible to awaken the interest of research on the subject in 9 teachers in initial training, who with their defended student scientific works achieved excellent evaluations; 7 of them obtained 5 points and 2 reached 4 points. They have been recognized in scientific events, 4 of them.

Didactic impact:

- The didactic-constructive orientation of literary texts was used through the preparation of the discipline collective of Literary Studies and Language and Communication for a space of time of a fortnight, therefore, learning is achieved by the professional of the Bachelor's Degree in Education Spanish - Literature.
- The acceptance and improvement of the levels of aids for the construction of literary texts is significant.
- A post international post-event course University 2018 was offered to 22 professors of the disciplines Literary Studies, Language and Communication and Didactics of the teaching of Spanish and Literature: with the title: Alternatives of analysis and construction of literary texts.
- The methodology has been instrumented in methodological preparation sessions of discipline collectives, in specialized conferences to methodologists and teachers at provincial level and in a postgraduate improvement course.

Social impact:

- It contributes to the preparation of teachers in initial training of the first year of the Bachelor's Degree in Spanish Education - Literature in the course (2017-2018), by receiving an optional/elective course with the title: construction of literary texts. A high degree of satisfaction was achieved.
- In the course (2016- 2017), two teachers in initial training were recognized for their work in literary creation workshops held at UNEAC and two more in the course (2017-2018).
- One teacher in initial training obtained Gold qualification with poetry declamation in the national festival of the FEU Course (2017-2018).

- A high sensitivity was achieved in the teachers in initial training of the Bachelor's Degree in Education Spanish - Literature of the courses corresponding to (2015- 2016, 2016- 2017, 2017- 2018) and first semester of (2018- 2019), who constructed literary texts from the didactic orientation offered.

Conclusions

The proposed model of didactic-constructive orientation of literary texts is an expression of a system of relationships between the subsystems that make it up, as well as the new characteristics and quality generated from this process and the procedure that energizes it. The methodology for the didactic orientation of the construction of literary texts, structured in stages containing a system of actions, enables systematizing the method of reading and creative activities and the procedure Extrapolative literary projection. The criteria of the experts and participants in the quasi-experiment allowed finding consensus on the pertinence and feasibility of the didactic model and methodology. This shows that the research conducted offers a solution to the scientific problem. The analysis of the results obtained constitutes a way to demonstrate the practical value of the model.

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