

***Enriquecimiento teórico al enfoque cognitivo, comunicativo y
sociocultural por investigadores guantanameros***
***Theoretical enrichment to the cognitive, communicative and
sociocultural approach by Guantanameran researchers***

Odalís Lorié-González

Universidad de Guantánamo, Guantánamo, Cuba

Correo (s) electrónico (s)

lorie@cug.co.cu

ORCID: <https://orcid.org/0000-0002-1426-1792>

Recibido: 4 de enero de 2024

Aceptado: 1 de abril de 2024

Resumen

El artículo aborda una sistematización teórica acerca de las contribuciones realizadas por investigadores guantanameros a la enseñanza - aprendizaje de la lengua materna, tanto en la disciplina lingüística como en la literatura. Se precisan de forma particular los aportes de tesis doctorales. Este tema constituye un problema en la introducción de resultados científicos en la práctica educativa y en la construcción del estado del arte del objeto en esta área del conocimiento. Toma en cuenta, el enriquecimiento teórico al enfoque cognitivo, comunicativo y sociocultural. El objetivo es reconocer el valor de los aportes realizados a la didáctica de la lengua en el área de humanidades por autores de la localidad como expresión de desarrollo científico en Guantánamo para su introducción en la praxis. El método fundamental utilizado ha sido el estudio de las obras defendidas de forma concatenadas. Los principales resultados se han introducido en instituciones educativas del territorio.

Palabras clave: Enfoque; Enriquecimiento; Lengua materna; Enseñanza- aprendizaje.

Summary

The article deals with a theoretical systematization of the contributions made by Guantánamo researchers to the teaching-learning of the mother tongue, both in the linguistic discipline and in

literature. Particularly, the contributions of doctoral theses are specified. This subject constitutes a problem in the introduction of scientific results in the educational practice and in the construction of the state of the art of the object in this area of knowledge. It takes into account the theoretical enrichment of the cognitive, communicative and sociocultural approach. The objective is to recognize the value of the contributions made to language didactics in the area of humanities by local authors as an expression of scientific development in Guantánamo for its introduction in praxis. The fundamental method used has been the study of the works defended in a concatenated way. The main results have been introduced in educational institutions of the territory.

Key words: Focus; Enrichment; Mother tongue; Teaching-learning.

Introduction

The study of the mother tongue as a means of communication, a fundamental way of appropriation of knowledge and an essential element of nationality is present in the current context in the curriculum of all curricula and levels of education. Specifically, the University of Guantánamo assumes the mission of scientifically directing the initial training of education professionals, in correspondence with the current needs in conjunction with the agencies, organizations and institutions of society. Likewise, it assumes the academic formation of professionals in different profiles.

Both trainings take into account the study of the mother tongue. The aforementioned justifies the presence of the mother tongue as priority subject at all educational levels and as a course at the graduate level. It prepares the individual to speak adequately. It also provides sufficient knowledge of its functioning, components, categories, regularities and uses according to the context.

As language teaching has been changing according to the historical-educational development and the progress of linguistic science, it has allowed researchers to study it in order to update the teaching of such contents. In this order, valuable research has been developed in the country and particularly in Guantánamo.

In relation to the above, an insufficient in-depth analysis by researchers in development of the theses defended whose contributions have been made in the field of linguistics at different levels of teaching articulated to the components of the language, indistinctly, among other aspects, is noticed as a problem.

Currently, the teaching of the mother tongue and research are oriented with the cognitive-communicative and sociocultural approach of Dr. Angelina Roméu Escobar (2007).

It is of great importance for linguistic science and didactics, among others, to take into account the research developed based on the aforementioned approach and the contributions made, because it allows the realization of an objective epistemological study, which must be revealed in the historical evolution of the determined object and field.

The compendium of the theoretical contributions made to the teaching-learning process of the mother tongue by researchers of the territory has novelty, since it facilitates the study of the scientific results and their introduction in the praxis. It also favors systematization and transformation.

This singularity confers a scientific and conscious character to the article, which not only disseminates the results obtained, but also favors their generalization.

The recognition of the contributions and their value has a social impact, since it allows researchers to systematize these results and make decisions by referencing these authors and assuming them as fundamentals.

The social impact of the proposed solution has had its concretion in the following components: academic, labor, research and methodological.

The academic component has allowed its introduction in the teaching-learning process; the work component in the practical activity: the classroom; the research component in diploma papers, dissertations, written reports, theses, among other studies; and the methodological component has favored its presentation in conferences, workshops, seminars and changes of categories.

The mastery of research related to the mother tongue carried out in the territory - by researchers in development - is vital, since it makes possible the realization of the historical evolution of the object and field of study for the structuring of contributions to the theory in development and in the determination of fissures, scientific gaps and preliminary and general conclusions.

It is necessary to start from, take the positive, determine the fissures and concretize a theoretical contribution following a conductive thread in the dialectic process.

The purpose of this article is to compile the theoretical contributions made to language didactics by Guantanameran scientists as an expression of the development of linguistic science in the teaching-learning process.

In order to accurately determine the theoretical enrichment of the cognitive, communicative and sociocultural approach by Guantanameran researchers, a study was made of the research carried out,

with emphasis on those developed from 2008 to 2022, without ignoring the antecedents. Emphasis was placed, within the structural elements of the design, on the contributions to the theory.

Development

Language is a social phenomenon, a historical fact that responds to the formation of an ethnocultural community. It has been created or adapted to the most imperative needs of oral or written communication. In a general sense, individuals have appropriated it and made it their own, in such a way that it responds to the needs of spiritual manifestation and the creation of material goods.

Hence, the presence of the study of the mother tongue in the curriculum of all educational levels, this study constitutes a priority, because it favors not only the use of the language, but also the knowledge and understanding of the rest of the subjects, considering the advantages of the relationship between semiosis and noesis.

Now, as a result of the transformations that have taken place in our Educational System expressed in the Educational Revolutions, the teaching of the mother tongue in our country and territory, has undergone changes, this is also due to the progress of linguistic science and didactics that have contributed to its development from approaches and criteria.

In the current context, the teaching-learning of the mother tongue is based on the cognitive, communicative and socio-cultural approach of Dr. Angelina Roméu Escobar (2007), which takes into account the study of language on the basis of the conception of the world in which it is sustained. In this sense, we speak of a dialectical-materialistic approach related to the conception of facing, specifically, the study of the mother tongue according to the general strategy, which is established, depending on the objectives.

Therefore, the approach used in the teaching-learning process governs the entire scientific process, both theoretically, methodologically and empirically.

In this order, Dr. Roméu (2007) argues that the word approach is defined as the way of dealing with a subject, which is determined by the theoretical and epistemological conceptions assumed.

Language is a social phenomenon; it is a historical fact that responds to the formation of an ethnocultural community. It has been created or adapted to the most imperative needs of oral or written communication. Therefore, our mother tongue is a historical achievement, the result of a process of biological and cultural miscegenation that became the manager of the nation.

In view of the above, it can be said that several approaches have been used in the didactics of the mother tongue, marked by the development of linguistic science. So much so, that there has been a transition from a didactics of language to a didactics of speech.

Among the approaches that have been used in the teaching-learning of the mother tongue are: the Traditional Normative or Prescriptive; the Productive; the Descriptive or Structural; the Communicative or Functional Communicative; the Cognitive, Communicative and Sociocultural.

The Traditional Normative or Prescriptive Approach: Defined as that which forms correct patterns and aims to replace incorrect forms of language use with correct patterns.

Prescriptive language teaching is the interference of existing linguistic norms and skills with the purpose of replacing the already fixed scheme of linguistic activity with another that corresponds to that of the educated norm. Its advantage lies in the fact that, in terms of communication, it teaches to choose the appropriate code from among the different possibilities offered by the language; that is why, even though it dates back to antiquity, it has been used up to the present day.

Its limitation is that it focuses on only one aspect of language teaching, which is undoubtedly valid, but not sufficient to guarantee the linguistic training of the professional in training, hence, the need to integrate it with other no less important aspects.

The Productive Approach: This is defined as the one that focuses on the development of oral and written production skills. Its objective is to develop students' expressive abilities, so special attention is given to the development of oral and written expression. Its positive aspects lie, fundamentally, in the fact that it focuses on skills for oral and written language practice, that is, comprehension and construction.

However, strengthening this aspect, which is so important for the communication of future professionals, has its limitations because, like the normative approach, it focuses on only one aspect of language teaching - the ability - and ignores the need to provide the professional in training with systematized knowledge about linguistic structures, including the types of texts and their use in certain contexts, which conspires against the need to integrate knowledge, know-how, know-how to do and know how to be as an expression of communicative-methodological competence.

The descriptive or structural approach: this is the one that provides synchronic knowledge of the language system with an end in itself, which is its most important contribution. Its objective is to

describe the structure and functioning of the language. As a positive element, it can be pointed out that for the first time it allows the study of language as a sign system and provides knowledge of it. Its limitation lies in the fact that it has an end in itself, that is, it is based on linguistics of language in which speech is left out.

In the cognitive-enunciative classroom context, this normatively based descriptive teaching, which has been refuted, prevails to this day, which poses an evident divorce between teaching and development.

The three approaches referred to above have undoubtedly been linked to the enrichment of science itself.

In the last three decades, some developments linked to the sciences dealing with the study of language and its teaching have allowed the emergence of a linguistics centered on the use of language and, currently, attention is focused on an approach that allows language teaching to be given a functional communicative orientation.

Enriching this descriptive approach - and integrating it with the communicative in Guantánamo - is the researcher María Del Carmen Curbeira Palomo, known as Maruchy, who graduated with a PhD in Science at the Institute of Linguistics in Havana, 2002.

Curbeira (2002) provides a systematization of the structure of the intonational system of the Spanish spoken in Cuba, taking into account the description of "intonemes" and "variants of intonemes", including: neutral enunciation, neutral interrogation, interrogation with unknowns, concluding enunciation, intensified enunciation, vocative; enunciation with warning, with evidence, interrogation with request.

Other variants of intonemes that he describes are categorical interrogation, interrogation with strangeness, interrogation with corroboration. The variants of colloquial non-conclusion, non-conclusion of clarification, distance call, intensified evaluative enunciation.

It also performs a defined characterization of the intonation of the geolect of the city of Guantánamo (spoken Spanish) with a communicative approach, taking into account a stratified analysis by age and sex of the frequency of realization of each intonational unit. The above is concretized in exercises for the teaching of oral expression and reading in Higher Education in Guantánamo, applicable, in addition, to the teaching of Spanish as a foreign language and to postgraduate studies.

Finally, Curbeira deals with intonation in spoken Spanish in Cuba, with a particular focus on Guantánamo. This enrichment is oriented to the geo-linguistic and sociolinguistic.

The communicative or functional communicative approach: it shifts the attention from the sentence to the text and integrates the three levels of analysis: linguistic, semantic and pragmatic according to the communicative uses. This approach operates with a system of categories that are revealed in the process of analysis, comprehension and construction of texts. Its objective is to contribute to the development of communicative competence understood as: linguistic competence, sociolinguistic competence, discursive competence and strategic competence. The limitation of this approach lies in the fact that it does not sufficiently reveal the links between language and society with an interdisciplinary and multidisciplinary perspective that ensures a comprehensive cultural training of the professional.

The Cognitive, Communicative and Sociocultural Approach: it is based on the dialectical-materialistic conception of language as a human capacity that is acquired in the process of socialization of the individual. This integration of the cognitive, communicative and sociocultural is achieved by Roméu, (2007, p.7). He considers language as a social and historical phenomenon that reveals the unity of the affective and the cognitive, the internal and the external, the active character of consciousness and the relationship between teaching and development. Its objective is to develop cognitive, communicative and sociocultural competence so as to reveal the discursive vision of reality.

This approach achieves harmony between discourse, cognition and society with an interdisciplinary, multidisciplinary, transdisciplinary and at the same time autonomous perspective of language.

All these approaches have a valuable significance; however, it is of the criterion that for the formation of the university student it is essential the connotation of another dimension, in the last approach referred to: the professional. Hence, in 2008, our university in Guantanamo decided that the Center for Education Studies should distinguish itself from the rest of the country, by the study of the mother tongue, pondering the professional dimension.

The above was supported by the project "Improvement of the mother tongue in education professionals" (2008 - 2015), which resulted in several mother tongue events with different editions and multiple investigations, which enriched the cognitive, communicative and sociocultural approach with: models, concepts, strategies, methodologies, alternatives, games, among other results.

This enrichment took shape in different careers and profiles, which favored the principles of the cognitive, communicative and sociocultural approach, the method, the procedures, the methodology, the strategy and didactic resources to proceed with the components: analysis, comprehension and

construction, in different textual typology. In this perspective, the link with professional practice is essential.

Thus, at the University of Guantánamo, research results have the merit of integrating the most updated scientific knowledge.

Specifically, the scientific results from 2008 to 2022 have been oriented to the enrichment of the cognitive, communicative and sociocultural approach, pondering the professional (organization, dialogue). Therefore, it favors an integrated teaching-learning of the mother tongue, where the following coincide: knowledge, understanding, preparation and use in practice at all educational levels, from primary to higher education. In this order, the following authors stand out:

Lorié (2008) contributes a new process to the teaching of the mother tongue: transcomprehensibility; a "projective method of text comprehension"; a system of procedures: contextual cognitive inclusion, contextual exemplification, connotative conversation and professional demonstrative. It enriches the definition of text comprehension and enunciation, which are defined as a conscious pedagogical intellectual process. It delineates textual connotative enunciation by levels. All these contributions are aimed at primary teacher training.

González (2008) is a prestigious academic of the University of Guantánamo: philologist, anthropologist, historian, and entrepreneur and art enthusiast. She has the merit of integrating approaches and of being a precursor in the integration of all the agents for the local development of Guantánamo.

She focuses the enrichment in the socio-cultural dimension of the approach, by contextualizing and conceptualizing the - how to do in the achievement of the integration university - family - society - as a complex educational process. This integration is oriented to new knowledge, concepts and forms of evaluation that contribute to the university extension in Jagüeyón (area of mountainous ecosystems). It aims at interactive communication - the basis of the study of the mother tongue and endogenous local development. It assumes the philosophical contradictions between the general, the particular and the singular in the cultural interrelation between human beings.

Savón (2009) contributes the principle of discourse as a result, process, means and end; the method "professional discursive construction" and a system of procedures: discursive intentionality, discursive enunciation and discursive evaluation. It enriches the definition of communicative-methodological

competence: a fundamental condition for the application of the approach, concretized in an adequate professional performance of the future graduate in Primary Education.

Vargas (2010) He provides the discursive integration method of the components: analysis, comprehension and construction and a system of procedures: the enunciation of conciliation of the components, the global discursive interaction and the discursive evaluation. This approach means overcoming, through the synergic treatment of the functional components, the fragmentation produced in the approach to the teaching-learning of the mother tongue in elementary school by considering the interdependence between the morphological, syntactic, semantic and pragmatic dimensions.

Barrientos (2011) makes an enriched systematization of the behavior of the comprehension of Martí's texts in Higher Education. It provides the dimensions and indicators for the integral evaluation and self-evaluation of the comprehension component oriented to Martí's texts; this definition is singularized and expanded by specifying it as a complex cultural assimilation process, which is synthesized in cultural pluri-informativity in pedagogical professional training, - it is the ability to decode the different topics addressed by Martí -. In this theoretical perspective, the guiding idea of considering the Martiana lectureship as an integrating strategic methodological core for the promotion of the study of the master's work is defended: means and end of a "know-how".

De la Cruz, (2013). Provides a system of didactic procedures, which are named: "discursive evaluation", "discursive heteroevaluation", for the integrated evaluation of the learning of the mother tongue and its functional components: analysis, comprehension and construction in Primary Education (sixth grade). These didactic procedures enrich the "discursive integration" method contributed by Y. Vargas (2010). In the treatment of the didactic evaluation component, the sociocultural and contextual aspects are highlighted, according to individual and group characteristics. This is concretized in a methodology that includes instruction, performance and elaboration of diagnosis and prognosis.

With this vision, the value of discursive interactivity in evaluation as an essential condition for self-evaluation, heteroevaluation and co-evaluation is expanded in a harmonic relationship.

Palacios (2014) provides a method of "translation of the Martí code" with its respective procedures: "preparation for the translation of the Martí code"; "realization of the translation of the Martí code"; "control of the translation of the Martí code", which enrich the approach and the teaching-learning process of the comprehension of Martí texts in primary schoolchildren.

It makes methodological recommendations with concrete examples for the achievement of the translation of the meaning of Martí's language from: the presentation, the conversation, the remembrance, the selection of strategies and the interaction. It considers the treatment of the metaphorical (tropes), mediation, interaction and socialization.

Cantillo (2015) contributes to the teaching-learning process of the mother tongue the definition of scientific communicative context and a textual typology "the bibliographic critical report" with an interdisciplinary vision. It focuses on the scientific research work articulated to the academic and work components. The contributions made are materialized in methodological actions with their operations, deployed in moments, which are summarized in a guiding booklet.

Mosqueda (2016) enriches the approach with the definition of phonetic competence in the initial training of students of Spanish and Literature and the characterization of the Spanish spoken in the Guantanamo territory, from which a presentation of representative phonetic realizations of the ten municipalities of Guantanamo is made, taking into account the diatopic (region), diastratic (environment in which it is developed) and diaphasic (communicative situation), concretized in a strategy and a booklet.

Aranda (2016) contributes to the analysis of the literary text the procedures "contextualization of the content to professional situations" and "systematization of the relationship between the cognitive, the investigative and the social", which are concretized in a methodology that empowers the future professor of Spanish - Literature of a "know-how" with the literary text in the direction of the teaching - learning process in Higher Education.

Ortega (2017) Provides the procedure "epistolary recursive analysis" for the specific analysis of Martí's family epistolary materialized in a methodology and in a singular characterization of the epistolary text, tributary to the teaching - learning of the mother tongue in the primary teacher in initial training.

García (2018) contributes to textual comprehension the principle of "inferential didactic orientation", which governs the process of didactic orientation to inference with a character, not only didactic, but also contextual and experiential in Pre-university Education. It incorporates to the teaching-learning of the mother tongue specific resources for the orientation with levels of help, aspects that are concretized in a methodology.

Lubén (2019) it contributes to the analysis component the procedure "analysis of lexical selectivity" in the teaching of literature in Higher Education. This procedure considers the lexical selectivity oriented towards the stimulation of taste and pleasure for literature, as a way for the development of human sensitivity and the stimulus towards an ethical-aesthetic performance of the reader, based on cultural, personal, family and social experiences.

Martínez (2019) provides the procedure "extrapolative literary projection", which particularizes the teaching and learning of the construction of literary texts, connotes extrapolation - a creative level that integrates the comprehension and construction of literary texts -. It enriches the approach with a methodological resource "learning projects" based on a writing task that has its basis in the didactic orientation with levels of assistance. All this is synthesized in the "literary didactic transrecursivity", which means "learning to teach" in the professional training of the student of the Spanish and Literature career.

Lescaille (2019) provides the procedure of "prospective calligraphic rehabilitation", which takes into account the anatomophysiological, psycholinguistic, historical-cultural and pedagogical contents. It takes the form of a didactic strategy for the treatment of calligraphy in the initial training of primary school teachers. It makes available to the career a system of knowledge expressed in a program that enriches not only the cognitive, communicative and sociocultural approach, but also the curriculum of the career itself.

Ferrera (2022) it contributes to the teaching of the mother tongue in Pre-university Education a procedure called "ecoanalysis", which is concretized in a methodology for the didactic orientation of analysis of Martí's texts of environmental semantic content in Pre-university Education. It concretizes the contribution in the State plan: "Life Task" (Task Life); in the 2030 Agenda in its objective 4 and in the Third Educational Improvement.

Conclusions

The teaching of the mother tongue has applied different approaches, an expression of the transition from a didactics of language to a didactics of speech. The researchers developed from 2008 to the present have been oriented towards the enrichment of the cognitive, communicative and sociocultural approach, some have considered the professional perspective, in favor of "knowing", "knowing how to do" and "knowing how to be", as a creative expression of communicative-methodological competence. In the process of introduction of the scientific results, the cubanness and the innovation of the Guantanameran teacher in the integration of the instructive, the educational and the developmental has been concretized, therefore, the teaching - learning of the mother tongue in the different educations - from the primary level to the Higher Education - has been

enriched, and has been raised, in conditions of self-improvement, with the guiding idea of preserving the treasure, the inheritance.

Referencias bibliográficas

- Aranda, C. O. (2016). *El análisis de textos literarios en la formación inicial del profesor de Español-Literatura*. [Disertación doctoral, Universidad de Oriente, Santiago de Cuba.]. Archivo digital.
- Barrientos, F. I. (2011). *Estrategia metodológica de comprensión de textos martianos en la Universidad de Ciencias Pedagógicas “Raúl Gómez García”*. [Disertación doctoral, Instituto Central de Ciencias Pedagógicas, La Habana.]. Archivo digital.
- Curbeira, P. M. del C. (2002). *Sistematización de la estructura del sistema entonativo del español hablado en Cuba* [Disertación doctoral, Instituto de Lingüística de la Habana.]. Archivo digital.
- Cantillo, Q. A. (2015). *Concepción teórico – metodológica del tratamiento a la construcción de textos científicos escritos en la formación del Licenciado en Educación Español y Literatura*. [Disertación doctoral, Universidad de Ciencias Pedagógicas “Enrique José Varona”, La Habana. Archivo digital.
- Díaz de la Cruz, J. (2013). *La evaluación del aprendizaje desde la integración de los componentes funcionales de la asignatura lengua española en el sexto grado de la educación primaria*. [Disertación doctoral, UCP “José de la Luz y Caballero”, Holguín.]. Archivo digital
- Ferrera, P. K. (2022) *El análisis de textos martianos de contenido semántico medioambiental*. [Disertación doctoral, Universidad de Guantánamo. “Raúl Gómez García”]. Archivo digital.
- González, R. C. (2008). *Extensión universitaria y trabajo comunitario en las montañas guantanameras*. [Disertación doctoral, Universidad “Enrique José Varona.”]. Archivo digital.
- García, B. Y. (2018). *La orientación didáctica a la inferencia en preuniversitario*. [Disertación doctoral, Universidad de Oriente, Santiago de Cuba.]. Archivo digital.
- Lescaille, R. M. (2019). *Modelo didáctico de la caligrafía en la formación inicial del maestro primario*. [Disertación doctoral, Universidad de Oriente, Santiago de Cuba.]. Archivo digital.

- Lorié, G. O. (2008). *Modelo Didáctico de la Comprensión de Textos Escritos desde la Preparación de los Estudiantes de Primer Año Inicial de la Carrera Educación Primaria*. [Disertación doctoral, UCP “Frank País García”, Santiago de Cuba.]. Archivo digital.
- Lubén, M. Y. (2019), *El análisis de los textos literarios martianos en la carrera licenciatura en educación. Español-Literatura*. [Disertación doctoral, Universidad de Oriente, Santiago de Cuba.]. Archivo digital.
- Martínez, C. O. (2019). *La Orientación Didáctico-Constructiva del Texto Literario*. [Disertación doctoral, Universidad de Oriente, Santiago de Cuba.]. Archivo digital.
- Ortega, V. A. (2017). *El análisis del epistolario familiar martiano en la formación de maestros primarios*. [Disertación doctoral, UCP “José de la Luz y Caballero”, Universidad de Oriente, Santiago de Cuba.]. Archivo digital.
- Palacios, A. A. G. (2014). *Concepción didáctica para la comprensión de textos martianos por escolares de cuarto grado de la Educación Primaria*. [Disertación doctoral, Universidad de Ciencias Pedagógicas “José de la Luz y Caballero”, Holguín, Cuba.]. Archivo digital.
- Roméu, E. A. (Comp.). (2007). *El enfoque cognitivo-comunicativo y sociocultural en la enseñanza de la lengua y materna*. Pueblo y Educación.
- Savón, L. C. (2002). *Concepción didáctica del desarrollo de la competencia comunicativa-metodológica en la formación inicial del licenciado en educación primaria* [Disertación doctoral, Universidad de Oriente, Santiago de Cuba.]. Archivo digital.
- Vargas, G. Y. (2010). *Concepción didáctica para la integración de los componentes funcionales en el proceso de enseñanza aprendizaje de la asignatura Lengua Española en el tercer grado de la Escuela Primaria*. [Disertación doctoral, Universidad de Oriente, Santiago de Cuba.]. Archivo digital.