

Propuesta metodológica para el desarrollo de habilidades comunicativas en la producción de textos escritos
Methodological proposal for the development of communicative skills in the production of written texts

Marbelis Cuesta-Martínez; Graciela Velázquez-Ramos; Graciela Mengana-Rodríguez

Universidad de Guantánamo, Guantánamo, Cuba

Correo(s) electrónico(s)

marbelism@cug.co.cu

gracielavr@cug.co.cu

gracielamr@cug.co.cu

ORCID: <https://orcid.org/000900034372799>

<https://orcid.org/0009000294363808>

<https://orcid.org/0009000053623955>

Recibido: 15 de abril de 2024

Aceptado: 16 de noviembre de 2024

Resumen

La presente investigación está dirigida al perfeccionamiento del trabajo metodológico en el proceso de formación de habilidades comunicativas en la producción de textos escritos, se ofrecen las vías para su tratamiento por etapas a través de un sistema de acciones, desglosadas mediante orientaciones didácticas y metodológicas. Fueron aplicados métodos como: histórico - lógico, análisis - síntesis, inducción - deducción, análisis de documentos, así encuestas, entrevistas y visitas a clases que permitieron detectar insuficiencias en el trabajo con las habilidades comunicativas durante el proceso de enseñanza - aprendizaje. Es una herramienta de trabajo en manos del profesor en función de la producción de textos escritos y motivar al estudiante a valorar su trabajo.

Palabras clave: Propuesta metodológica; Habilidades comunicativas; Textos escritos; Lengua materna

Abstract

This research is aimed at improving the methodological work in the process of formation of communicative skills in the production of written texts, and offers ways for its treatment by stages through a system of actions, broken down by didactic and methodological guidelines. Methods such as: historical - logical, analysis - synthesis, induction - deduction, document analysis, as well as surveys, interviews and class visits were applied, which allowed detecting insufficiencies in the work with communicative skills during the teaching - learning process. It is a working tool in the hands of the teacher for the production of written texts and to motivate students to value their work.

Keywords: Methodological proposal; Communicative skills; written texts; Mother tongue.

Introduction

Communication is one of the most important achievements of human beings in their social development and at the same time it constitutes a global problem that deserves to be studied in higher education centers and especially in University Centers where a true communicative competence is required. The University has the task of developing communicative skills in students to turn them into efficient communicators. This reference cannot exist without interaction, without free and reciprocal participation, without mutual understanding and voluntary exchanges of ideas, feelings, values and experiences between teachers and students.

For example, Castellanos (1999) refers to the skills that are demanded by employers: knowing how to learn, knowing how to write and use computers, knowing how to listen and communicate ideas, having creative thinking and the ability to solve ideas, having high self-esteem, motivation and orientation to development, being able to relate to others, negotiate and work in a team.

In short, it is essential to develop communication skills (in all senses), to know how to listen, to know how to write, to know how to express oneself. However, in each of the skills that the social communicator must develop there are, in one way or another, skills related to the communication process, which would not be possible without adequate linguistic competence, which is what the research experience and the results of the observation of the teaching-education process allowed us to verify with the use of classroom observation, surveys and interviews, in a population of 25 students and 10 teachers, including a sample of 18 students of the Social Communication career of the Municipal University Center (CUM) Niceto Pérez, the existence of limitations that impede the quality of the communicative process, such as:

- Incorrect intonation, incoherent expression, errors in pronunciation and writing.
- Deficient writing skills.
- Inadequate use of punctuation marks and the rules of diction, intonation, expressiveness, clarity, unity, coherence and orthographic construction that govern oral and written expression.

All the above considerations allow defining as a scientific problem: how to contribute to the development of communicative skills in the production of written texts, with the objective: elaboration of a methodological proposal to contribute to the development of communicative skills in the production of written texts.

Development

The methodology for the direction of the work with written expression assumes the postulates of the dialectical materialist philosophy of man and society supported by the theory of knowledge, which considers practice as the beginning and the end of cognitive activity, in addition to the existing relationship between the categories: activities-social relations-communication. These ideas allow us to analyze it from a Marxist-Leninist position, because from the difficulties related to written expression, the teacher can analyze, search for information and acquire the necessary knowledge that will allow him/her to direct, guide, control and evaluate the teaching-learning process of written communication, since it must be conceived from the communicative needs that teachers are able to promote in students. From the sociological point of view, the methodology is based on Marxist sociology, on the preparation for life, on the active role of the subject in the transformation process and on the historical-cultural approach of its maximum representative Vigotsky (1988), importance given in this work to the concept of "zone of proximal development", which makes it possible to determine the potentialities and needs of each teacher and student and to offer the necessary help in each case, until learning is achieved. This concept offered by Addine, F. F. (2004), shows the student as the most responsible for his learning. He is an active participant, reflective and appreciative of knowledge, in a conscious, critical and creative way.

Communicative skills

According to the criteria of several authors, among them Roméu (2006), they are those processes that humans develop and that allow them to communicate, among which are: speaking, listening, reading and writing.

The first of these processes (speaking) arises in children from the first years of life as a social need and part of their psychomotor development; The other three are self-educated, and the school plays a fundamental role in this sense, especially the teacher as regulator, actor and protagonist of the educational teaching process, who should be a model of idiomatic expression and at the same time the bearer of a general culture that serves as an example to be imitated by the students, which is why the development of communicative skills that promote communicative competence, understood as a phenomenon where cognitive and metacognitive abilities are integrated to understand and produce meanings, is of vital importance.

When speaking of communicative ability, this term is considered as the knowledge not only of the linguistic code, but also knowing what to say, to whom and how to say it appropriately in a given situation, i.e., perceiving the statements not only as linguistic realities but also as socially appropriate realities.

The need to achieve communicative competence is the motivation to elaborate a methodological proposal that favors the development of communicative skills in the production of written texts, which will allow teachers to improve the quality of the teaching-learning process. Its results contribute to the pedagogical training of our teachers, providing them with new tools for their training, with an evident impact in this sphere; hence, according to Monereo (1999), the concept of proposal is linked to that of "procedure", "heuristic" or even "learning technique".

According to Pozo (1990), proposals constitute sets of manipulable mental operations, i.e., "integrated sequences of procedures or activities that are chosen with the purpose of facilitating the acquisition, storage or use of information" (p. 201).

The methodological proposal reflects a coherent, unified, integrated, directional, transformational and systemic organizational process, organized as follows:

- I. Introduction and Foundation: the context and location of the problem to be solved is established and the ideas and starting points that support the proposal.
- II. Diagnosis: indicates the real state of the object and evidences the problem around which the proposal revolves and is developed.
- III. Statement of the general objective.
- IV. Strategic planning: short and medium-term goals or objectives are defined that allow the transformation of the object from its actual state to the desired state. Planning by stages of the actions, resources, means and methods that correspond to these objectives.
- V. Instrumentation: explain how it will be applied, under what conditions, for what period of time, those responsible, participants.
- VI. Evaluation: definition of the achievements, obstacles that have been overcome, assessment of the approximation achieved to the desired state.

It is based on an integrative approach that includes contributions from different linguistic, pedagogical and psychological theories, gathers positive aspects of previous approaches and integrates them in a new search, establishes the link between language and society in its double function: communicative and noetic, which takes into account the exchange between the teacher and the student in the teaching-

learning process.

Essential principles in this approach that are taken as a basis in the methodological proposal: the unity between teaching and development, the conception of developmental teaching, the unity of the categories activity and communication.

The methodological proposal starts from a general objective, deriving from it the objectives for each stage, and they are fulfilled through the system of actions, broken down with a series of didactic and methodological orientations.

General objective: to develop communicative skills for the production of written texts through relevant pedagogical action at didactic levels.

Stages

I. Preparatory stage (at this stage the teacher can use the methods of heuristic conversation, questions and answers).

Objective: to determine the preconditions for the execution of actions that will make it possible to direct the work with the mother tongue, specifically in the production of written texts.

Participants: students.

Responsible: teachers.

Actions:

Diagnosis of the level of development of communicative skills in the production of written texts through writing

Instrumentation: the procedure used during this first action is the writing of an argumentative composition. For this purpose, some characteristic features have been identified that evidence a coherent and cohesively well-produced textual product.

Inquiry of the student's knowledge of the elements of writing written texts

Instrumentation: this action allows reinforcing the student's previous knowledge to start writing, and it is carried out through a verification test.

Action 3: Development of reading activities and oral and written commentary on texts with different themes.

Instrumentation: the realization of this action in relation to the development of oral and written activities allows students to read and comment on texts related to the communicative activity or other texts of their interest, which facilitates the subsequent realization of their written productions.

Action 4: Work with dictionaries of synonyms and antonyms.

Instrumentation: the student uses the dictionaries of synonyms and antonyms analyzing the inter-lexical-semantic relations.

Text production proposal

To stimulate the production of written texts, the teacher must create a climate that encourages creation, provide explicit models and publish the work.

Phases of the writing process:

Planning: thinking and organizing ideas, making a sketch of them.

Pre-writing: writing a draft.

Editing: rewriting the work, revising formal aspects.

Publication: sharing the text with others, publishing it in the wall newspaper or in a local newspaper, editing a booklet or "book" to distribute.

II. Production stage (guided and independent), the teacher may use the following methods: heuristic conversation, questions and answers and independent work.

Guided production: with model text.

Independent production: free topic.

Objective: to write texts following initially given models, and in a second moment free writing with selected topics.

Participants: students

Responsible: teachers

Actions for guided production with model texts:

- Identification of the essential schematic structures of texts that allow understanding the way of organizing the information to be transmitted in terms of content and expression according to the author's intention and purpose.

Instrumentation: emphasis should be placed on the identification of the textual structure of the different types of narrative and expository texts in order to recognize their different parts. Students are then guided to the recognition of the semantic macro structure: theme, sub-themes, thematic propositions, concepts; and formal: discourse, paragraphs, sentences and syntagms, as well as the correspondence between the hierarchical levels in which both macro structures are organized pertaining to the level of content and expression, and the resources to achieve coherence, cohesion, and progression or advancement of the theme.

Action 2 Reading and comprehension (the teacher will explore the student's previous knowledge about the topic to be analyzed).

Instrumentation: a pre-reading plan is proposed by the students which consist of three steps: initial associations of the message, interacting with the ideas of others, reflections about the message of the text.

The student will self-evaluate at this stage using the analytical-synthetic assessment technique, and asking the following questions to which the teacher will also provide feedback:

How am I able to determine the general information contained in the text?

- a) By deduction.
- b) By reading the first paragraph.
- c) By reading the title.
- d) By reading the end of the text.
- e) By reading the middle of the text.
- f) When looking quickly through the text.

If the student answers yes to a) and e), he/she does not have a good knowledge of the traditional position of ideas in paragraphs and texts, so the teacher should insist on this stage.

Action 3 Analysis of the words that the students do not know their meaning the text, use of dictionaries and guiding the search for synonyms and antonyms.

Instrumentation: this action complements the one initiated in the preparatory stage related to the use of the dictionary, but in this case the student will work with the vocabulary of his specialty.

- Determination of the central and main idea in given texts and selection of key words.

Instrumentation: with this action, the student is able to summarize by determining central and main ideas in given model texts.

Action 5 Application of the message of the text in other contexts

Instrumentation: it is manifested when the student discovers its validity and demonstrates it. He/she is able to answer the question "What is the application of this text? The student stops interacting with the text and acts with reality, since he/she must be able to apply the information and solve problems related to the topic.

Actions for independent production

The degree of independence that students achieve in this sub-stage of independent production will depend to a great extent on the adequate guidance given in each of the previous stages, so it is

convenient for the teacher to "exploit" to the maximum all the potentialities of the model texts. The exercises or activities carried out by the students in each stage must be carefully planned to guide their cognitive processes, necessary to face independently and creatively the construction of their own texts during the second stage proposed in this work.

Action 1 Planning:

Instrumentation: the action takes place at any moment of the execution of the work and begins even before writing. During planning, the following questions arise for the writer:

What do I want to say? , what is the intention of the idea? To greet a friend, to narrate an event that has occurred, to make an order, to make a request, to do a job, to take an exam. The answer will determine a specific text structure. The information to be transmitted is in the writer's memory, but also in books, notes, and people around and is retrieved in different ways. This is what has been called idea generation, which is a difficult, because sometimes students do not know how to retrieve and gather information, and resort to the simple association of ideas.

Who am I going to tell? The receiver is absent, so no information can be omitted; in addition, there are writings that as they are made require reference to the situation and context in which the information originates in order to understand what is being communicated. The receiver may be a friend or a stranger, which determines the treatment and language to be used.

How am I going to say it? What structure should I use? What order should I follow? It is not only necessary to solve text content problems, but also pragmatic and textual ones.

For whom do I construct the text? Who the interlocutor is? It requires knowledge of the audience, because the appropriate register, vocabulary and syntax must be chosen according to the audience. What for? For what purpose? (intentionality). The purpose for which a message is constructed differs: to entertain, to inform, to request something, to convince, which requires the choice of a certain textual structure (rhetoric), as well as certain proposals to avoid problems, such as lexis (linguistics).

In what context and situation does it occur? The greater or lesser degree of formality requires the use of a certain register and behavior, verbal and non-verbal, to make the text appropriate.

What type of text should I produce? What is the structure? What are its characteristics?

Action 2 Textualization

Instrumentation: textualization consists of a set of operations by which stored or previously annotated ideas take linguistic form. It is the most complex sub-process because it requires the development of motor and linguistic skills to solve the problems that arise in the act of writing: spelling, punctuation,

choice of an appropriate lexicon and relevant connectors, syntactic procedures, organization of content. Pragmatic problems also arise: intention, addressee, textual structure. All this leads to continuous revisions and, therefore, to the previous operation, the planning and search for linguistic expressions.

In this second stage, the student must acquire skills in terms of: drawing a construction scheme, marking paragraphs and proceeding to write them in isolation, writing by concentrating selectively on certain aspects of the text, and preparing drafts.

During the textualization some aspects are considered such as:

Text type: structure.

Textual linguistics: dominant functions of language, enunciation, textual coherence and semantics.

Order of words or groups of words, syntactic relations, management of complex sentences

Action 3 Revision

Instrumentation: together with planning, it is a subprocess that differentiates oral productions from written ones. In the former, given the immediacy and spontaneity, there is no time for revision; on the other hand, in written productions there is time for reflection and rectification. It is done at any time during the activity, not only at the end, and can even affect the planning of part or all of the text. Some writers revise a few sentences, but it is more often done after a group of sentences, a paragraph or a page has been written.

The revision stage also includes reflection on the process of textual production. Actually, meta cognition encompasses the various stages, because at all times there is a need to corroborate whether things are being done well or not, in this last stage the student should:

1. Read, compare the text produced with the previous plans and read selectively, mainly in different aspects: content or form.
2. Redo, prioritize errors: redo first the problems of content and then those of form; master various ways of redoing a text: cross out words, asterisks, arrows, choose the correction technique appropriate to the characteristics of the error.

Before writing a text, students should ask themselves: what do I want to say and what for? To greet, to invite, to convince, to express creativity, to narrate something, to inform, what is my relationship with the addressee: superiority, inferiority, familiarity, friendship.

Important:

Aspects to consider: to whom am I going to write, what for, what do I want to say, what relationship do I have with the addressee, what type of text will I send, in what medium will I send it, through what

medium, where and when will I read my text, and will he/she be able to understand my message?

III. Evaluation stage (the teacher may use the methods of analysis, synthesis, induction - deduction and independent work).

Objective: to measure the level of development achieved in the mastery of communicative skills for the production of written texts.

Participants: students.

Responsible parties: students and teachers.

Actions:

Action 1 Evaluating the partner in pairs, at the end of the writing exercise the students exchange the texts they have written, correct them and then explain the modifications they would make.

Instrumentation: the student will evaluate himself/herself using the analytical-synthetic assessment technique and asking the following questions, from which the teacher will also provide feedback: am I able to use a significant number of words without repeating them, do I know and use the necessary elements to recognize the given grammatical structure, and can I use the grammatical elements in another context?

Action 2 Evaluation not only of the student's finished text, but also control of the whole process, the elaboration of the drafts he/she makes and the way he/she revises them and, finally, the final product.

Instrumentation: the teacher will evaluate the passage through this stage according to the oral and written participation in the exercises or activities directed to the proposed objective.

do I recognize when an idea generalizes or includes other ideas, do I recognize a group of ideas that are related to a more general idea, do I recognize the details of an idea, do I recognize the author's intent, do I recognize the structure of the paragraph, do I recognize the ideas of the text and their organization, do I recognize the cohesive elements of the text, and do I recognize the relationship they express?

Action 3 Collective revision

Instrumentation: at the end, each student hangs his or her work on the wall. There is time for everyone to circulate freely around the classroom with the texts, note amendments and suggestions. These comments can also be addressed orally to the authors.

Action 4 Helping classmates

Instrumentation: In turn, a pair or a small group of students takes responsibility for correcting the texts of the rest of the class. They do this in the classroom or as independent work.

Action 5 Application of the written evaluation to compare the results with those obtained in the initial diagnosis.

Instrumentation: these actions should not be carried out individually as an isolated moment after working with model texts or free texts, but will be done in such a way that the teacher, taking advantage of the potential of the program, prepares the student to face comprehension during the first actions of the proposal, the construction of texts later on, and the evaluation in its different variants.

The degree of independence that the students achieve depends to a great extent on the adequate orientation given in each of the previous stages and actions, so the teacher must "use" to the maximum all the potentialities of the selected texts. The exercises or activities carried out by the students in each stage must be carefully planned to guide their cognitive process and prepare them from the theoretical and practical point of view with the necessary knowledge and skills to face independently and creatively the construction of their own texts during the stages and actions proposed in this work.

The public that receives these texts will be the real evaluator.

The writer will have to reread and reflect on his own texts, his mistakes, and develop criteria to acquire a critical view of them.

Importance of text production: students are motivated to write, develop their writing skills, socialize their texts, and value writing affectively and cognitively.

Conclusions

The methods applied made it possible to detect the insufficiencies presented in the work with communicative skills during the teaching-learning process. The methodological proposal is a working tool for the teacher that allows developing communicative skills in the production of written texts and motivating students to value their work. It offers the ways for the treatment of communicative skills in the production of written texts by stages through a system of actions, broken down through didactic and methodological orientations aimed at improving the training process; it is not a rigid and closed algorithm, but leaves room for creativity.

Bibliographic references

Addine, F. (2004). *Didáctica. Teoría y Práctica*. Pueblo y Educación.

Arias, L. G. (2005). *Español 3. Carta al maestro. Hablemos sobre la comunicación oral*. Pueblo y Educación.

Arias, L. G. (2007). *Hablemos sobre la comprensión lectora*. Pueblo y Educación.

-
- Báez, G. M. (2006). *Hacia una comunicación más eficaz*. Pueblo y Educación.
- Balmaseda, O. (2006). *Enseñar y aprender ortografía*. Pueblo y Educación.
- Castellanos, A. J. (1998). *Seminario internacional sobre Metodología de la enseñanza de la Ingeniería*. Universidad del Atlántico.
- Castro, F. (2002, 16 de septiembre). *Intervención en el acto de graduación en el curso 2002-2003*. <http://www.fidelcastro.cu> › discurso
- Cepeda, M. (2008). *Desarrollo de competencias en la producción escrita de textos: una problemática en la era del ciberespacio*. <http://www2.udec.cl> › catedraunesco
- Monereo, C. (1999). *El aprendizaje estratégico, niveles de intervención*. Santillana.
- Pozo, J. I. (1990). *Estrategia de aprendizaje*. Alianza.
- Roméu, E. (2006). *El enfoque cognitivo, comunicativo y sociocultural en la enseñanza de la Lengua y la Literatura*. Pueblo y Educación.
- Vigotsky, L.S. (1981). *El desarrollo de los procesos psicológicos superiores*. Grijalbo.
- _____. (1988). *Pensamiento y Lenguaje*. Pueblo y Educación.