

El texto icónico como vía para el trabajo con la diversidad textual

The iconic text as a way to work with textual diversity

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Resumen

El artículo tiene la intención de profundizar en el estudio del texto icónico, Se parte de un aparato teórico – conceptual acerca de la construcción textual, como soporte metodológico del enfoque actual de la asignatura y como componente funcional que atraviesa todo el currículo escolar. Se abordan los diferentes criterios que se siguen en la tipología textual; se hace énfasis en la clasificación según los códigos que se emplean en diferentes situaciones comunicativas, el mayor énfasis está en el tratamiento de la codificación y decodificación del texto icónico.

Palabras Clave: Texto icónico; Construcción textual; Tipología textual; Códigos

Abstract

The article intends to deepen the study of the iconic text. It starts from a theoretical - conceptual apparatus about textual construction, as a methodological support of the current focus of the subject and as a functional component that crosses the whole school curriculum. The different criteria that are followed in the text typology are addressed; Emphasis is placed on the classification according to the codes used in different communicative situations, the main emphasis being on the coding and decoding of the iconic text.

Keywords: Iconic text; Textual construction; Textual typology; Codes

Introduction

This paper wants to present some results of the scientific activity developed by the authors in relation to the treatment of coding and decoding of the iconic text. The teaching of text construction meets different criteria: by code, elocutive form, function and style.

Our research interest is focused on the classification criteria according to the code. Therefore, when considering it within the process of textual construction, its instrumental characteristics should be emphasized, since the language used and its interpretation vary according to the intention, context and peculiar characteristics of the communicative situation. According to the code the texts can be oral, written, pictorial, symbolic, iconic and graphic.

The code is the set of combination signs and rules that are used to convey a message. The signs that are used to mean are classified into symbols, icons and signs.

The words, numbers, national flag, and attributes of Cubanness are symbols.

Icons are signs that represent approximately reality, such as some traffic signs, drawings, maps. Indications are the manifestations of the physical and social world that allow us to interpret reality such as fever as an indication of infection, thunder as a warning of the storm, elegance in dress as an announcement that a formal and solemn act will be attended.

The code takes into account the classification of the signs, that is, if symbols, oral or written words, numbers, gestures, attributes, etc. are used. The written symbolic code, for example, is used in letters, minutes, reports, the code gestual is the first language used by the deaf, the iconic code is built with icons.

Being consistent with the approach of the new conception in language teaching (cognitive, communicative and sociocultural), it is considered that the teaching of text construction must also be addressed from its three dimensions: cognitive, communicative and sociocultural. Through the cognitive dimension the noetic function is revealed, which is one of the essential functions of language and is evident in its participation in the construction of thought in concepts, which constitutes the dialectical unit of verbal and intellectual thought. Attention should be paid to:

The strategies to obtain, evaluate or apply the information; the subject, subthemes, thematic propositions and concepts.

The communicative intention and purpose of the author, the process of oral and written textual construction.

The selection of the topic and the search for information.

Development

The different communicative styles and types of texts.

The self-revision and self-correction of the text. Through the communicative dimension, the second essential function is revealed: semiotics. In this language is defined as a system of signs that participate in oral and written communication, which implies linguistic knowledge. They also govern the relationships between the signs; it should pay attention to: The constructive levels of discourse: phrases, sentences, segments or paragraphs and texts.

The classification of texts according to code, function and elocutive form. Through the sociocultural dimension, reference is made to the knowledge of the context of the participants' roles, their feelings, mood, intention and communicative purpose.

This research work is associated with the Research Project (branch and territorial: The initial training of the education professional and belongs to the task of Improving the Mother Language in Guantanamo teachers in training.

In the race, he responds to the conception of the Project The development of communication skills in Gtmo professionals directed by Dr. Amarilis Mosqueda.

The theme is also linked to the Project of Integrative Tasks, which arose with the conception of the Integral General Teachers, a conception based on the principle of interdisciplinarity.

The insufficiencies that exist in the Basic Secondary School in the methodological order, in relation to the textual construction classes, specifically, in the process of coding and decoding the iconic text have motivated the present investigation whose objective is the elaboration of a curricular methodological strategy for the interdisciplinary treatment of the iconic text in the Spanish-literature career. It is proposed as a contribution to the theory the dialectical systematization of the different theories and approaches linked to the understanding of texts, emphasizing iconic texts, which allows from a methodological work to design actions for the curricular strategy. In addition, the dimensions and

indicators for the decoding of the iconic text that express the levels of development achieved by the students of the Spanish-literature career are raised.

The practical contribution: a curricular methodological strategy for the decoding of iconic texts as an integrating node of the disciplines of the year in the Spanish-literature career.

The practical significance of the work lies in the fact that the proposed strategy is a valuable consultation tool that resizes methodological work through teacher preparation, offering concrete methodological procedures for the treatment of the iconic text.

It should be noted that although research has been implemented at the educational levels of Basic and Pre-University Secondary Education, the dimension of its significance encompasses other contexts due to its social impact. Thus some spaces can be referred to in which this matter has been introduced:

In the UG extension activities, such as the Lectoesperanza project

- In the subject Introduction to language and literature teaching for technicians in Basic Secondary.
- Through the Teaching programs of the Spanish language and literature I and II for the students of the day course.
- In improvement programs for practicing teachers.
- In subjects of Diplomas and Masters.
- As optional subjects.
- As complementary material in the virtualization of the Integral and Didactic Language Practice subjects of the Spanish language and literature I and II.

The news is evidenced in the relevance of the problem under investigation, since it has been found that, although the iconic text appears in all its manifestations in the textbooks of the different disciplines that make up the race, not at all times they take advantage its potential as a cognitive node for interdisciplinary work during the year.

Due to its importance, this theme has become research interests of students and teachers, hence the following papers have resulted:

- Course and Diploma work for students of the day course.
- Own curriculum program for students of the day.

- Course of overcoming for teachers in exercise.
- Presentations.
- Articles.
- Reference materials for teaching work.
- Work brochures.
- Participation in events.
- Methodological references for the implementation in the research project related to integrative tasks.
- Indications for its departure from the Labor and Research Training program.

The novelty is that it allows teachers a theoretical systematization of the iconic text as a cognitive node from an interdisciplinary approach to the methodological work of the Spanish-literature career.

Derived articles can be related to this research topic:

- Conception and implementation of integrative tasks in the electronic book of the Research Project related to the topic ISBN 978-959-7139-706.
- An approach to the iconic text in Electronic Magazine ECURED, 2013.
- Proposal of exercises for the treatment of the iconic text in the Secondary School, in the electronic magazine for students of the UG, 2014.
- Teaching activities for the construction of iconic texts, 2016 .ISBN 978-959-16-3206-7

The forms of socialization in which these results have been evidenced can be mentioned:

- Teaching process - learning.
- Provincial events.
- Methodological work (at the departmental and faculty level).
- Provincial workshops of postgraduate improvement.
- Research projects (branch and territorial): Elevation of the quality and methodology of integrative tasks in Basic Secondary and Improvement of the Mother Language.
- National and international publications.

- As reference material.

Conclusions

The introduction of scientific results continues both through the curricular and extra-teaching means. The results that have been introduced have contributed to raising the level of motivation for the career and have favored interest in the study of textual typology, with emphasis on the iconic, among students and teachers, and even other specialties, due to its importance Social. The topic for the doctoral training of one of its authors was raised, in turn, she is the tutor of the subject of scientific work of the student to whom the curricular adaptation of her Study Plan was carried out.

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