
La construcción de textos científicos. Visión integradora desde la carrera Español-Literatura

Writing scientific texts. An integrative perspective of the Spanish -Literature subject

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Resumen: La enseñanza-aprendizaje de la redacción de textos científicos en las aulas universitarias es el escenario donde el estudiante apela al conocimiento que posee y el profesor lo conduce según sus estrategias individuales. Constituye una herramienta básica de análisis y de reconstrucción de ideas en las que se integran múltiples saberes, y no siempre se utiliza en función de explicaciones y valoraciones científicas. En el presente trabajo se aborda la articulación sistémica del proceder metodológico de las diferentes disciplinas de la carrera Español- Literatura en aras de desarrollar su tratamiento.

Palabras clave: Redacción de textos; Texto científico; Español-Literatura; Estilo comunicativo científico

Abstract: The teaching-learning process of how to write scientific texts, designed for the university students' level, is the scenario where the student appeals to the knowledge he possesses and the professor guides him according to his individual strategies. However, that constitutes a basic tool of analysis and reconstruction of ideas in which multiple knowledge is integrated, and it is not always used based on explanations and scientific assessments. Therefore, this paper addresses the systemic articulation of the methodological approach of the different disciplines of the Spanish-Literature major, in order to develop its treatment.

Keywords: Writing texts; Scientific text; Spanish and Literature; Scientific communication style

Introduction

The construction of scientific texts and their development in the education of the major in Education, specialty: Spanish - Literature, has been left to the choice of didactic - methodological alternatives of the professor of the career. The tendency nowadays is to

emphasize in this type of text, fundamentally in the investigative component and at the end of the school year as one of the forms of exercise of culmination of studies.

In this sense, the construction of texts and, especially, the construction of scientific texts have been addressed by different authors, Flower and Hayes (1981) characterize the mental operations in the process of text composition; Matsyhashi (1983), De Beaugrande (1984), Emig (1985), Wells (1986) Bereiter and Scardamalia (1987) describe the models of their teaching; Cassany (1999) refers theoretical contributions about the teacher's conduct in the stages of the process of construction of scientific texts. Shiskova and Popok, (1989) have contributed valuable ideas regarding the characteristics of the origin of the communicative, the functional, and the scientific styles.

Winndowson (1998), Ferreiro, (2002), Didactex (2003) provide important aspects from the semantic and formal point of view for written textual construction; Day (2005) points out the structure required to write and publish scientific works.

In this same order, Salazar (2000) and Zabala (2001) address the conception of the learning of scientific language in the construction of scientific texts, linked to the suggested reading for the curriculum of university careers. Mutt (2005) and Yela (2006) approach the lexicon in this type of textual construction; Fernández (2013) makes possible in his recent research how to deal with the construction of scientific texts in the improvement of university teachers.

In Cuba, Alzola (1975), Cabrera (1984), Báez (1987), Porro (1987), Repilado (1987), Ortega (1999), Vega (2003), Roméu (1999- 2011), Domínguez (2010) and others, point out the treatment of the textual construction, as well as activities for the performance of the teacher in charge of this learning. This same author cites the scientific text, its characteristics and the different types of use; however, the particularities of this subject for the education of the major in Spanish Education and Literature have not yet been systematized by science.

The existing reality requires adopting a different communicative attitude towards the facts and phenomena, for the treatment of the language itself and for the possibility of precise

formulations and clear conclusions in response to the specific tasks of this type of construction. The teacher must, then, focus attention on those aspects related to the specificities and characteristics of the scientific communication style from what is considered in the disciplines of the curriculum.

Development

The projection of the treatment of the construction of scientific texts responds to agree the actions in a common purpose for the disciplines and academic years, and develop with it a pedagogical task that ensures the operation of the career as a system. In this order, it is expected that the treatment of this topic contains a systemic and integrating vision through horizontal and vertical articulation, in order to achieve the interrelation required to achieve the objectives proposed in the Professional Model. The methodological procedure of the disciplines in the different academic years of the career is explained below.

First year:

The Professional Model declares for the first year to carry out so many referative research works in the elective and elective subject that it registers, as simple tasks of characterization and diagnosis of the communicative and particularly linguistic environment as part of the general design of the concentrated practice that they perform. In this sense, the disciplines in the planned modules can develop the following methodological actions:

- Language and communication, will refer to the concepts and functions of the communication factors and, in them, to the scientific communicative context, its relation with the scientific language and the characteristics of both in the communication process.
- Linguistic Studies, with the subject Spanish Grammar will address the morphological and syntactic contents of the language, not only for descriptive purposes of the units that comprise it, but according to its communicative functionality, from the creation of communicative situations that respond to communicative contexts scientists in which the student uses the contents studied and assess their usefulness.

- Literary Studies, with the subjects Introduction to Literary Studies, and Universal Literature, can promote scientific communicative contexts where the student values and bases the literary process on its historical and artistic development, defining its regularities and particularities in each historical, social and cultural situation.
- General Pedagogical Training, with the subject Pedagogy I and II will specify its work in the control and monitoring of the development of the different types of written scientific texts proposed in the thesis that are related to the general objectives of the discipline (research reports, reports of the labor practice, reviews, bibliographic critical reports, among others) and depending on the implementation of the same, based on the skills to achieve in the students as declared by the discipline program: diagnose, assess, argue, explain.

The disciplines will indicate, prior to the course work, the performance of reading reports and bibliographic critics on the analysis of fundamental concepts studied in the contents of the classes, as well as others that relate to their research work or activities assigned to work practice. In the second semester, the communicative scientific contexts linked to the comprehension, analysis and construction of texts will continue to be systematized.

Second year:

The second year student must perform investigative tasks of a referative and analytical nature, and must possess the theoretical knowledge about the scientific text and its characteristics, so it will assume a communicative attitude in contexts related to science. In another order of ideas, it is appropriate to point out the existence of other disciplines not belonging to the exercise of the profession that will allow you to establish the link of the theory with new scenarios of educational practice; hence the disciplines may perform methodological actions.

- Linguistic Studies will continue with Spanish Grammar and systematize the meaning of grammatical knowledge, linked to professional reality and scientific communicative contexts, which will also take into account the functionality of grammatical knowledge in the understanding and construction of scientific texts.

- Didactics of the Spanish Language and Literature is a discipline that contributes to the exercise of the profession, besides enabling the theoretical and methodological preparation of the students to impart the contents in the school. Therefore, the scientific communicative contexts can be approached in the methodological treatment to the components understanding and construction of texts, where the concepts of each one, their teaching and the design of classes in which they are addressed as prioritized components are related.

Text construction workshops, in the second semester, makes it possible to systematize and practice through exercises the characteristics of the written scientific text, as well as other types included in its study: reviews, presentations, summary, which will help to broaden students' knowledge and obtain more information to be able to construct with quality the scientific text written in scientific communicative contexts.

- Investigative Labor Training includes the systematic and concentrated practice and for academic years it declares the objectives. In this order of ideas, the sophomore must investigate the problems related to the language and literature that are reflected in the bank of problems of the school, as well as develop proposals for the solution of these problems. It is proposed that the solution be through the assessment of the theoretical aspects processed and build reading reports and bibliographic critics and then design the answers in oral presentations, where it takes into account the characteristics of the scientific communicative context in which it will express these. Special emphasis will be given to the situational context. The reports will be analyzed in the pedagogical collective of the year.

Third year:

The third year constitutes an important preparation period for the student. After receiving the basic elements of communication, of pedagogy, and of the psychology of education, and having studied the components of the language by proceeding with each of them in scientific communicative contexts, they will return to the particular sciences of the study of literature and linguistics, to complement what was addressed in previous years.

This year's scientific-research activity is focused on the following objective: to recognize different practical and scientific problems, as well as the main techniques that are applied in

educational research. Although the course work is decreasing, it is suggested to take into account the skills provided by the reading reports and the bibliographic critics in order to achieve the quality in the realization of the same.

The disciplines can develop the work in order to systematize the skills achieved in the students (diagnose, assess, base, direct and model) through the construction of reading reports and bibliographic critics, which support the theoretical basis of research design they do in this academic year.

- Didactics of the Spanish Language and Literature, with less frequency of classes, unlike the second year, will continue promoting a conscious and creative learning in the development of the methodological treatment of the construction of written scientific texts, linked to understanding. Emphasis will be placed on the design of classes by students, where they assume their own points of view, expose and argue ideas that support the link of the scientific communication context to the understanding and construction of the text.
- Literary Studies, with the subjects Latin American and Caribbean Literature and Cuban Literature should insist on a historical -chronological approach that favors the understanding of the literary process in its historical and artistic development, from the study of the set of literary works that the student will analyze in the two semesters. In this sense, in the subjects that are the object of study of each one of the literary works, the reading reports and bibliographic critics will be indicated to contribute to the literary knowledge and to the development of the construction of written scientific texts.
- In Linguistic Studies, the reading reports and bibliographic critics will be indicated in the subject of History of the Spanish language, which will contribute to a better knowledge of the different evolutionary stages of Spanish, as well as of the different periods of education of the Spanish language.
- Research Methodology, for its part, alludes to the fact that the student in the third year must master the methodology of educational research, and must demonstrate mastery of the skills to develop the theoretical design of the research, and work with the sources bibliographic The concrete objective of the subject in the year is that the student bases a

proposal of theoretical design of investigation from a problem of the pedagogical professional practice.

- Investigative Labor Training emphasizes in the modeling of activities by students, and in the resolution of the investigative tasks assigned by the disciplines of the practice of the profession and the subject Research Methodology. In this order, the aforementioned discipline must have a direct interaction with the Research Methodology, in relation to the concretion of the research design and the evaluation based on the indicators.

Fourth and fifth years:

The student of the career in the fourth and fifth years must be able to know how to combine the theory received in the disciplines with the practice of the exercise of the contents in the delivery of the same, hence the proposal to integrate the two in a single actuate. The course work developed in previous years, with the consistent previous performance of reading reports and bibliographic critics will allow you to model actions in the solution of the problems that are indicated to solve by the disciplines or subjects in the execution of this textual typology.

In these years of the major the objective directed to the investigative component, from the Model of the professional, does not have systematization coherent with the other academic years and the types of investigation that the student must develop. This made it necessary to elaborate the following objective in the career group: to model in correspondence with the diagnosis of its action scenario, by means of the use of the scientific method, practical solutions, based on the pedagogical theory, to certain educational, didactic, methodological and linguistics of their educational practice. Therefore, the methodological actions should be directed to:

- Literary Studies, with the subjects Latin American Literature, Cuban Literature and Children and Youth Literature should continue to develop the work with reading reports and bibliographic critics, in order to facilitate the study of national and regional literatures, as well as interest in Student research on some of the topics that are addressed.

- Linguistic Studies, with the subject Discourse Analysis, will be able to directly facilitate the writing of the scientific text in the fifth year, in the first semester, element that will serve as support in the linguistic order for the development of the diploma work. The subject will deal with all the theory that the student needs to know in order to be able to construct the written scientific text.
- Research methodology, suggests evaluating the methodology used by the student in the writing of course final work opting for the diploma, but it insists on orally communicating the results obtained in the research being developed, and to run workshops of research methodology and diploma work. The spaces of the workshops will be conducive to work with the scientific communicative contexts, in such a way that the oral communication is organized and is made specific to the communication objectives. The typologies of scientific texts developed, the process of their construction, as well as the theoretical - methodological structuring that the student took into account will be evaluated.

Investigative Labor Training, in the fourth and fifth years declares among the objectives that the student is able to direct activities, in such a way that allows him to act consciously with a certain pedagogical touch to attend the individual differences of the education and development of the personality of his students; It also states that the student must be able to project their work independently and creatively, and that they partially master the methodology of teaching the Spanish language and literature.

The presented arguments allow contextualizing the skills declared in the disciplines in correspondence with the gradual and systemic development of the proposed treatment.

Conclusions

The writing of scientific texts is a challenge for teachers and students of university majors. The study of the characteristics of the scientific text, how to develop skills in students for this type of textual construction, as well as the treatment in the disciplines of the Spanish and Literature, are elements to reflect even to be able to assume a methodology that articulates and unites criteria, in terms of addressing this textual typology.

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