

# *Aprender para enseñar la orientación didáctica de la construcción literaria*

## *Learning to teach: the didactic orientation of literary construction*

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**RESUMEN:** En la formación del profesional de la carrera Español- Literatura se debe garantizar que este sea un modelo en el uso y cuidado de su lengua materna; usarla con corrección en la construcción de textos y con creatividad en textos literarios es esencial. Por ello, el objetivo de la investigación es ofrecer consideraciones acerca de la orientación didáctica de este proceso a docentes y a docentes en formación. Se emplearon métodos teóricos, empíricos y estadísticos que permitieron recopilar y analizar la información para tratar la problemática existente al respecto y proponer un modelo y una metodología para su solución.

**Palabras clave:** Orientación; Orientación didáctica; Construcción literaria; Reconstrucción de textos literarios; Construcción literaria profesional

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**ABSTRACT:** In the training of professionals in the Spanish-Literature program, it is essential to ensure that they serve as role models in the use and care of their native language; using it correctly in text construction and creatively in literary texts is fundamental. Therefore, the objective of this research is to offer considerations regarding the didactic orientation of this process to both current and pre-service teachers. Theoretical, empirical, and statistical methods were employed to collect and analyze information in order to address the existing problems in this area and propose a model and methodology for their solution.

**Keywords:** Orientation; Didactic orientation; Literary construction; Reconstruction of literary texts; Professional literary construction

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## **Introduction**

In the training of Spanish-Literature teachers, it is essential to work with the functional components of comprehension, analysis, and construction, their prioritized or subordinate character in relation to one another, and above all, their interrelationship and teaching in order to develop a competent communicator. This prepares teachers to successfully carry out any writing task and, at the same time, to teach new generations to do so effectively.

The aspects addressed in this article are based on doctoral studies related to the didactic-constructive orientation of the literary text. This result offers a model for the orientation of this content, and in this sense, the necessary supports are provided as a crucial and indispensable element.

When addressing text construction, contributions from various researchers are taken into account — from those who consider the constructive act as a process crossed by linear stages, to those from the 1980s onward who began to recognize the recursivity of the process (an attribute highlighted in this research).

Cuban pedagogical universities have provided valuable methodological alternatives and suggestions for the teaching-learning of written texts. However, there is no specific orientation toward the construction of literary texts, which is particularly difficult for students when using language with artistic intent.

The literary text has been approached from different angles: comprehension, analysis, methods for teaching literature and literary analysis, literary competence and formation, and, among other aspects, the Martí literary text. These results offer valuable contributions to the didactics of functional components. Although some propose alternatives for construction, it is only through the adoption of the cognitive, communicative, and sociocultural approach that they are referred to as interdependent processes. Therefore, a scientific result is needed that focuses specifically on the construction of the literary text.

## **Development**

The research was carried out in the educational practice of the Bachelor's Degree in Education in Spanish-Literature at the University of Guantánamo during the 2017-2018 academic years. Surveys were conducted with professors, class observations were made, and documents such as subject preparations, the Professional Model for the career under Plan E, learning assessments, and other materials were reviewed. The following deficiencies were identified: limitations in procedures for the construction of literary texts that do not allow for deeper future professional-pedagogical performance, the lack of a didactic orientation that reaches the creative level of the literary text, and insufficient preparation of students for making decisions that lead to the creative construction of literary texts.

The study population consisted of 68 pre-service teachers enrolled in the first to third years of the Bachelor's Degree in Education in Spanish-Literature and 21 professors from the Spanish-Literature Department of the Faculty of Education at the University of Guantánamo. The sample included 25 pre-service teachers (36.7%) and 9 professors from the Literary Studies discipline (42.8%).

Several scientific methods at the theoretical, empirical, and statistical levels were used to study the problem. Theoretical methods included the historical-logical method to examine the historical evolution of the teaching-learning of text construction; analysis-synthesis for information processing and interpretation of results in order to reveal regularities and reach conclusions; and the hermeneutic-dialectical method for the adequate interpretation of the scientific problem and the foundation of theoretical and practical contributions.

Modeling was also used to explain and argue the field of research and its representation in the didactic model, along with the systemic-structural-functional method, which allowed the structural construction of the model in subsystems and components and enabled the organization of the proposed methodology for the construction of literary texts.

The empirical methods used were: class observation, document analysis (review of current curricular documents, study plans, Professional Model, subject preparations, lesson plans, and research results), student surveys, teacher interviews, and knowledge verification. These allowed the confirmation of the real state of the problem. Expert criteria and the quasi-experiment were used to evaluate the model and methodology, as well as their real possibility of being applied in the subjects of the Literary Studies Discipline.

Descriptive statistics were also applied through percentage calculations when processing, interpreting, and tabulating the results obtained from the instruments used throughout the research process.

The analysis of the applied instruments revealed that: the didactic orientation toward the construction of literary texts has limitations in the Literary Studies discipline; there is an absence of recursive movement that can guarantee the construction of literary texts. This points to an epistemic gap: the lack of a recursive didactic orientation in the constructive processes of the literary text. Additionally, pre-service teachers do not fully follow the stages of the literary text construction process. They do not use drafts in planning, and not all of them self-revise their texts.

Taking all the above into account, a model for the constructive orientation of the literary text is proposed.

According to Pérez (1996, p. 65) in *Metodología de la investigación educacional*, a scientific model is seen as a material or theoretical research instrument created by scientists to reproduce the phenomenon being studied. The model is a simplified reproduction of reality that fulfills a heuristic function, as it allows the discovery and study of new relationships and qualities of the object of study.

Orientation, for its part, is fundamental; it is the starting point for carrying out any activity and is somehow present in the other stages. In Galperin's opinion (1982):

(...) it is through the orienting activity that the subject examines the new situation, confirms or not the rational or functional meaning in objects, tests and modifies the action, traces a new path and, later, during the execution process, carries out control of the action according to the previously established modifications. (p. 54)

This criterion allows orientation to be considered as the basis of the activity in which the subject performs goal-directed actions based on their representation of the situation. Hence Galperin's (1982) conception of the formation of the orienting basis of the action (OBA) as a complex phenomenon consisting of a preliminary representation of the product of the process, the process itself, together with a system of reference that allows the execution of a task.

In this research, the theoretical positions offered by Cisneros (2018) regarding didactic orientation are adopted. She considers that:

Didactic orientation is a theoretical perspective defined as a process whose main activity is professional help with a sequential, systemic, and communicative character. (...) The structure includes levels of help, which in this perspective are classified as: practical-cognitive help level; practical-evaluative help level; and practical-transformative help level. Decision-making, forms of teaching organization, and didactic stance are also components. (p. 35)

The above definition highlights, among the essential elements of orientation, the help provided by the teacher as a guide and facilitator, and decision-making by students in all stages they go through to develop the activity: orientation, execution, and control, as well as in the constructive act itself — planning, textualization, and self-revision.

The application of help levels is at the center of orientation, as it underscores the teacher's decisive role in directing the activity, promoting interaction with the student so that the latter appropriates the way to solve the task.

The aids for the construction of literary texts proposed in this research are structured in three levels, related to the basic stages of any activity: orientation, execution, and control. These correspond to the creative level of assimilation and the third level of performance, as well as to Cisneros' (2018) proposed levels of help: practical-cognitive, practical-evaluative, and practical-transformative.

First level or exploratory level: Based on retrieving acquired knowledge to activate it and face the assigned task. Suggestions for possible topics are made, support materials on types of literary texts and literary resources are provided, and the potential of the base text is used regarding its characteristics, structure according to genre, and use of tropological language (in this sense, exercises are proposed to dismantle the resource, understand it, and analyze it according to logical parts and its discursive complexity...).

Proposals for beginnings, middle sections, and endings of texts are offered, along with ideas for achieving semantic closure. Techniques of literary creation proposed by scholars such as (Cassany 1999, p. 73) are applied.

Second level or executive help level: focused on actions for textualization, such as content filing on sequential structures or elocutive forms, on extrapolation and intertextuality, suggestions of references to consider in creating expressive resources, and support through summary tables on the variety of connectors. These aids enable students to take positions on the path to follow for the construction of the literary text; they fall within the practical-evaluative field.

Third level or evaluative help level: Indicators are established for reviewing texts, including compliance with textual characteristics (thematic progression, pertinence, coherence, semantic closure), the oriented task (purpose, text type, receiver, formal and external aspects of the text), and the quality of the constructed literary texts (successes, errors, recommendations). This enables self-corrections and constant self-regulation. These aids correspond to the practical-transformative level, as they apply metacognitive skills that enable development in learning and personal and professional growth.

According to Martínez (2019):

The didactic-constructive orientation model for literary texts is a simplified representation of the process of literary text construction carried out from literary writing tasks, derived

from essential ideas taken from a base literary text, from which its decoding is required in favor of literary reconstruction for a didactic-literary transrecursivity. (p. 54)

The didactic-constructive orientation model for literary texts consists of the subsystems: orientation of literary construction and orientation of professional literary construction. Each subsystem has two components closely related to the subsystem to which they belong and to each other, giving rise to a characteristic that favors the desired transformation. From the relationship of interdependence between the subsystems emerges a resulting quality: didactic-literary transrecursivity.

The literary construction orientation subsystem has a projective function; the realization of the process is conceived strategically. It takes into account literary systematization, which favors the extraction of learning that contributes to strengthening knowledge, improving acquired experiences, and involves all the essential elements that combine to enable the fulfillment of a literary writing task: the presented situation, communicative intention, communicative purpose, knowledge of the base literary work and the recipients, as well as the selection of the type of literary text to be constructed and the literary linguistic means to be used.

This orientation of literary construction is carried out by establishing situations close to pre-service teachers — situations created by the teacher for the solution of the literary writing task. This presupposes the decisive role of the teacher as orienter-creator-facilitator; adjectives that highlight their functions in this process.

The objective of enabling pre-service teachers in the Bachelor's Degree in Education in Spanish-Literature to construct literary texts is achieved if it starts from accurate teacher orientation. This orientation itself has a creative character, seen in promoting tasks that interest pre-service teachers and lead them to seek ways and means for their solution.

This solution can be achieved with the teacher's levels of help in their role as facilitator. The teacher shows alternatives, guides decisions, provides the necessary information, identifies and selects the capacities of the different areas involved in the project. Pre-service teachers do the same: they participate in decisions, organize themselves, and assume tasks.

What needs to be constructed must be demonstrated; therefore, planning begins, followed by textualization in the execution phase of the constructive process, as a manifestation of the third stage described by Galperin (1982), called the materialized stage. This is where the execution of the action begins. The pre-service teacher performs the action and the teacher has the possibility of

mediating and controlling its execution, as well as influencing their training and the correction or adjustment of the work being achieved. That is, they provide help, motivate the solution of the writing task, and stimulate creativity.

When pre-service teachers express themselves aesthetically, they create their own texts. This does not turn them into literary writers; rather, through the writing of literary language, they explore its playful, aesthetic, expressive, and descriptive possibilities, among others. In doing so, they become aware of the mechanisms that writers use to create a literary work. They are then encouraged to write their impressions of the world, their feelings, and experiences with aesthetic intention, recreating genres, styles, images, or rhetorical figures from the authors read during the course.

This creation of their own texts is nothing more than the reconstruction of the literary text, where they contribute their experiences, lived realities, and values — a world of previous acquisitions and expectations — tempered by their specific knowledge of literature, language, and the author. This reflects the dialectic principle of the cognitive and the affective, which is reversed in their own learning, in the adoption of new ways of saying and using language through increasingly creative associations in which their cognitive development, intelligence, and cognitive, communicative, and sociocultural competence become evident.

The reconstruction of literary texts allows the re-establishment of meanings and attribution of senses by the receiver, who, through mental operations, gives meaning to what is stated in the text while appreciating how the author's aesthetics and intentionality are formed, becoming a co-author of the base literary text. That is, of that literary work that has already been understood and analyzed and serves as the basis for extrapolating its content into the variety of literary texts that pre-service teachers choose to work on in their learning projects. From the base texts, the teacher will select the base ideas — those that serve as the starting point for the writing task.

The base text serves as a model of construction because it is literary, that is, of the same nature as the one being constructed. Therefore, returning to the base text activates the knowledge stored in memory about the general characteristics of literary texts, those of the text being read, and the typology chosen for its reconstruction.

This regression to the base text and to the one being constructed is a manifestation of the recursivity of the process. It operates at the level of the student-writer's thinking, reflects on the already-read text and on the readings carried out while textualizing. Thus, attention is paid to what has been written, the language used is studied, corrections are made, planning is resumed, modifications are

made, and the text is reworked until the desired version is reached. In this sense, metacognitive and metalinguistic operations are performed while reviewing what has been written.

The constructive process culminates with revision — in this case, the revision of the final text. Here the aforementioned metalinguistic and metacognitive strategies are manifested. The pre-service teacher reviews their writing and takes into account the use of language, paying attention to the linguistic and literary resources employed and to compliance with the learning task.

This learning acquired by pre-service teachers serves them for life and, above all, to teach what they have learned to others in the exercise of their teaching functions. Hence the conception of the subsystem: orientation of professional literary construction as the process obtained through the practical application of knowledge about the construction of literary texts and their teaching. It values the skills that identify the awareness of their construction by pre-service teachers and their treatment by the teacher who teaches how to learn in order to teach.

Orientation toward literary construction from a professional perspective suggests taking into account two relevant aspects: decoding mediation and decision-making in intentional construction — that is, the mediation of the teacher-orienter and the decision-making of the student-teacher in training.

Decoding mediation refers to the interaction between the teacher and pre-service teachers. It allows the circulation and construction of knowledge based on the orientation and help offered by one and the interpretation of the literary writing task and the context in which it is oriented by the others, so that there is linkage with accumulated learning, capacities are enhanced, competence is awakened, and behavior is regulated.

These and other aspects facilitate that those who learn act, participate, construct, discover, rediscover, and learn to interact with the process from the metacognitive perspective, as they take a look at the process from the perspective of “how to teach others to do what I have already learned to do.”

The concept of mediation, applied to the teaching-learning process of literary text construction, must develop a set of skills in the mediator — in this case, the teacher — that allow them to act as an intermediary between the pre-service teacher who is learning and the teaching content that they themselves must appropriate.

For there to be a transformation of educational practice regarding the construction of literary texts by pre-service teachers, it is not enough to know how to do it. It is essential to make decisions for the intentional construction of literary texts.

Decision-making in intentional construction enables pre-service teachers to make decisions with the intention of efficiently guiding the construction of literary texts as a professional exercise in their training. The decisions to be made are of a didactic-methodological nature, so that professional skills are developed that favor the elevation of their subsequent level of performance.

Deciding to construct literary texts with professional intention, based on decoding mediation carried out by the teacher toward pre-service teachers, leads to a constructive intervention. This provides reflection on the meaning and significance of didactic actions in favor of adopting favorable ways of acting toward professionalization in the orientation of literary text construction. Constructive intervention is considered the intentional action of the teacher and pre-service teachers, as protagonist agents of the teaching-learning process of literary text construction, in the search for the best alternatives and ways to orient this process. It leads the teacher to place pre-service teachers in the role of practicing teachers and to ask them to guide the construction of literary texts from the studied base texts.

A professional didactic exercise of teaching how to learn to teach is carried out. Therefore, it is now the pre-service teacher who, from the base text, selects the base idea(s), creates learning projects, and guides the literary writing task. They select methods and procedures to be used, choose the forms of organization that can be employed for the treatment of this content, and propose ways to evaluate the oriented activities.

At this point, from the synergy between the reconstruction of literary texts and constructive intervention arises didactic-literary transrecursivity as the resulting quality of the entire process of orientation of literary text construction. It is understood as:

the integral journey that takes into account the sequence of logical regressions that are made toward the text itself being reconstructed, toward the base idea, and toward the base text; that is, returns are made not only to the interior of the text being constructed, but also to its exterior, to guarantee compliance with the writing task and to recover the elements that the base text provides to be rewritten or reconstructed. It also takes into account logical regressions given by basic reasoning carried out toward the orientation of literary text

construction to apply metacognitive strategies that guarantee the practical application of learned theories from a professional approach. (Martínez, 2019, p. 80)

With didactic-literary transrecursivity, the pre-service teacher builds knowledge and develops skills in the construction of literary texts through the teacher's orientation, mediation, and intervention, making learning more meaningful, attractive, and motivating. This enables them to reflect, analyze, and acquire skills that achieve a vision that transcends what is expressed in the base text, based on their experience and the link between theory and social practice.

The didactic-literary orientation model was evaluated through expert consultation. It proved useful for evaluating the subsystems and components of the proposed didactic model, allowing the scientific result to be perfected before its application in the educational context.

The experts were selected according to the various operational procedures of the method. The group consisted of university professors with work experience in different universities across the country and is characterized by the following traits:

- They have an average of 17 years of experience in the education sector or related fields.
- All hold a Master's degree — eleven in Didactics of Spanish and Literature and nine in Higher Education Sciences.
- Thirteen also hold a Doctor of Sciences degree (Dr. C.) and the academic category of Full Professor.
- Twelve work in universities and five in pre-university education.

From the expressed criteria, it stands out that all components of the model enable an integrated didactic action in the process of literary text construction in the Literary Studies discipline.

In general terms, transformations are revealed in the pedagogical collective and in the pre-service teachers who participated in the research. These are evidenced in a series of factual events.

Regarding the professors:

- They face an educational process from new positions assumed as a consequence of the implementation of the model and demonstrate greater professionalism and commitment to their profession.
- The theoretical conceptions they have adopted allow them to direct this process and show greater independence and creativity in solving problems that arise in initial training.

Regarding pre-service teachers:

- Positive changes occur in the affective dimension, manifested in the fact that 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 interest in learning to teach.
- The acquisition of a new technical language, typical of the profession, is evident. This orients them toward a conception of their professionalism and therefore gives them greater self-confidence.
- They now recognize their limitations in literary content and express concerns from manifest behavior toward expected behavior, based on their need to deepen their knowledge regarding the construction of literary texts.
- A climate of professionalism and trust is experienced that facilitates the preparation of course activities and papers as the culmination of subjects.

## Conclusions

In this research, orientation is assumed as the basis of all activity, and the considerations regarding didactic orientation and levels of help as an essential element of it are taken into account.

The proposed didactic-constructive model for the construction of literary texts is the expression of a system of relationships between the subsystems that comprise it, as well as the new qualities generated by this process. These constitute novel elements for the construction of literary texts in the initial training process of the Bachelor's Degree in Education in Spanish-Literature.

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