

***Los recursos expresivos. Su análisis desde la orientación
didáctica en el área de las humanidades***
***Expressive resources. Its analysis from the didactic
orientation in the humanities area***

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RESUMEN: El tema que se presenta se inscribe en el perfeccionamiento de la educación, el cual toma en cuenta el proceso de enseñanza-aprendizaje del análisis de los recursos expresivos en los textos literarios. La investigación, centra su estudio en cómo perfeccionar dicho proceso y propone un modelo de orientación didáctica para análisis de estos recursos. Se aplicaron diferentes métodos y técnicas investigativas lo que permitieron realizar un estudio diagnóstico en función de lograr un adecuado desempeño de los estudiantes en formación en los diferentes contextos de actuación, elemento que se precisa en el Modelo del Profesional de la carrera Licenciatura en Educación Primaria.

Palabras clave: Lecturas de obras literarias; Análisis del texto literario; Demostración técnica literaria; Modelo de orientación didáctica.

ABSTRACT: The topic presented is part of the improvement of education, which takes into account the teaching-learning process of the analysis of expressive resources in literary texts. The research focuses its study on how to perfect this process and proposes a didactic guidance model for the analysis of these resources. Different investigative methods and techniques were applied, which allowed a diagnostic study to be carried out in order to achieve adequate performance of the students in training in the different contexts of action, an element that is required in the Professional Model of the Bachelor of Primary Education degree.

Keywords: Literary works readings; Literary text analysis; Literary technical demonstration; Didactic orientation model.

Introduction

Communication is a social phenomenon and an active process, where the elements that participate do so as subjects. Cuba places special emphasis on the preparation of the student in training with a professional output that favors the confrontation of pedagogical challenges, according to educational improvements.

That is why noting the didactic orientation in the training of the student of the Primary Education career favors the developmental teaching by taking into account the know-how in the significant contexts of action that take into account the relationship between: the school, the family and the community.

For these reasons, it is important for the teacher to have a broad mastery of the theory and practice of analysis in order to be able to "teach how to teach" the student in training, taking as a starting point the objectives of his or her subject. An adequate analysis allows the acquisition of concepts, skills, norms and values, but this is possible if the teacher orients the activity towards an objective for the analysis through enunciations; makes a selection of the text that reveals the functionality of the linguistic structures, and at the same time, offers ways of how to proceed, all of which will favor the learning of the content.

Linguists and pedagogues of different nationalities have contributed to the teaching of text analysis in general, among them are those who propose methods and typology of analysis, the processes that directly affect the construction of the global meaning of the text Van Dijk, (2000); Cassany (2001).

In Cuba, the following stand out: Mañalich, (1990, 2005); Lorié, 2008) among other authors who propose the following methods: projective of text comprehension, professional discursive construction and discursive integration, the latter for the integration of the functional components comprehension, analysis and construction in primary education. In turn, Aranda (2016); among others, make contributions of methods, procedures, methodologies, strategies, conceptions for teaching comprehension and textual analysis in professional pedagogical training and art instructors.

The above-mentioned researchers have directed their proposals towards: the treatment of comprehension, analysis, methods of teaching literature and literary analysis, literary competence and training, more specifically the analysis of Martí's literary text. Finally, they express valuable

contributions to the didactics of the functional components: comprehension, analysis and construction, without taking into account the deepening in the study of the expressive resources in the literary text as expression of unity between content and form.

Taking into account the research carried out and referred to above, it is evident that there are gaps in the didactic analysis of expressive resources, so that a specific modeling in this sense is needed in the Bachelor's Degree in Primary Education.

Teacher training includes among its requirements the search for solutions to pedagogical problems based on scientific, critical, creative and reflective knowledge; therefore, didactic-methodological integration is an important part of the professional training process. Essential elements are provided for analysis, in addition to being integrated into the mode of action that should characterize their performance. The need to cultivate an integral culture as a formative requirement is concretized within the activities that a teacher performs in his daily work and constitutes a necessary instrument in the orientation of the teaching-learning process of text analysis, where the fusion of content and form is essential.

Analysis as content is systematized in the subjects of the discipline of Linguistic and Literary Studies; it is also addressed in all the subjects of the curriculum, which is why, for professionals with a pedagogical profile, the preparation for analysis in its broadest sense is essential, until reaching the singular as a concrete expression of the general, which is materialized through different forms of organization in the teaching-learning process leading to the appropriation of the established content.

The preparation of the student with the general elements of analysis, as a process, will allow them to distinguish what is essential from what is not, since the knowledge acquired in this regard will greatly favor the ability to recognize the expressive resources in literary texts, their apprehension and concretion in the enunciation or verbalization.

As part of the transformations taking place, the continuous improvement of Higher Education in Cuba requires a set of alternatives with the purpose of preparing competent professionals. This presupposes a deep work in the teaching-learning process; the revision of the Professional Model, in which the objectives, strategies and instruments are collected as pedagogical construction, and from this revision to the introduction of the new study plans are recognized. In spite of the efforts made by the pedagogical collective of the Bachelor's Degree in Primary Education, the didactic

orientation for the analysis of the expressive resources in the formation of the primary student has been insufficient.

The objective of the research is to elaborate a didactic model of orientation of the analysis of expressive resources in the subject Children's Literature, which favors the development of a literary didactic performance of primary students in their training process.

Development

For the development of the present research, different scientific methods were used, among which are: the analysis and processing of sources; hypothetical - deductive identified with the stated hypothesis; as well as triangulation through a theoretical systematization based on the evaluative, critical and reflective analysis.

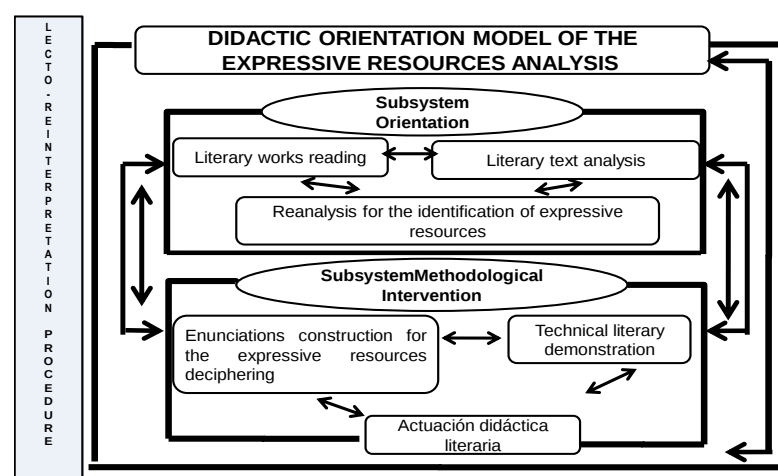
Specifically, the method of participant observation was used to obtain significant data for the diagnosis; as a methodological procedure, qualitative-quantitative contracting was used; the historical-logical method favored the study of the development of basic research skills, determining the regularities of the historical study; the analysis and synthesis for the foundation of the object, the field of action, to build essential elements of the research, the correspondence between them, the analysis of data and empirical manifestations to determine the problem.

Model of didactic orientation of expressive resources analysis

The didactic orientation model indicates the realization of a constructive, interactive activity of the student, promoted by the teacher in his role of guide, and closely related to the realization of collective activities.

This is why, in parallel, there is a transfer of responsibility, a handing over of control, a loan of "conscience" (Bruner, 1981), so necessary for a harmonious relationship between the student and the teacher, an awareness of the process by assuming the role of guide - facilitator - guide, achieving the interaction teacher - student, student - student, student - literary text (see Figure 1).

Figure 1: Graphic representation of the didactic orientation model of the analysis of expressive resources.

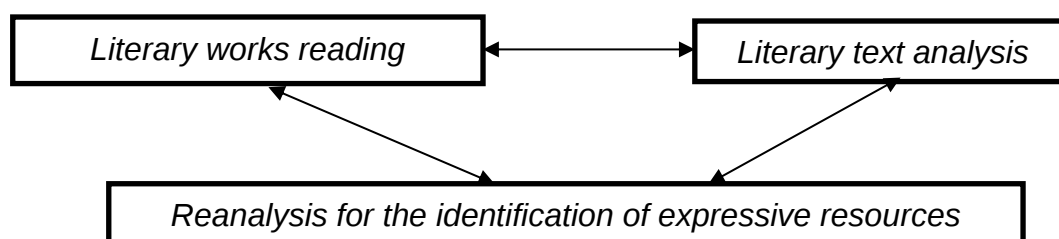


Source: Own elaboration

The model of didactic orientation of expressive resources in primary teacher training is based on the structural systemic method, which assumes the fundamentals of Systems Theory. It establishes a relationship between the components: didactic orientation and one of methodological intervention.

Subsystem of didactic orientation (See Chart 1)

Graph 1 Subsystem of didactic orientation of expressive resources



Source: Own elaboration

The first component, the reading of literary works, constitutes an inexhaustible source of spiritual richness, a permanent stimulus for suggestion, evaluation and imagination. Over the years, the study of reading has been the interest of different scientists, which has led to a performance in its conceptualization, process and learning.

This transformation can be observed when analyzing the different criteria assumed, from considering reading as an act of decoding, that is to say, from taking graphic signs to oral signs, to

the fundamental conceptions in psycholinguistics, which states that it is a process of construction of meanings and conceives reading as a transaction between the reader and the text.

Reading has great aesthetic importance and the need for it as a basic component is essential in the formation process of human beings, especially teachers, since they are in charge of making schoolchildren see reading as a personal, intimate journey, a loving and pleasurable encounter with the book and especially with the great works. Reading makes sense as long as it enables an integral development of the individual, and in the same way facilitates transcending beyond individuality to access communication with others; it is a task whose purpose is to help children, adolescents and young people to read and write, these being essential skills that will determine the future reader.

A good reading allows the promotion of a new component called literary text analysis not only for specialists, but also for the general reading public, which guides the reading process and contributes to a more intelligent and sensitive apprehension of the messages contained in the works and the inherent beauty of literary language.

The analysis of literary works is a specialized type of reading, which is based on the theory of literature and which constitutes a process of construction of meanings integrated by successive operations of increasing complexity.

This analysis should favor the students' communicative competence, both for criticism and for the literary creation itself, placing the students in the situation of assuming the roles of the critic and the creator.

The literary text is primarily the elaboration of a message, based on a formal order. All communication is a discourse, all discourse makes use of language, but the literary work has the complexity that by communicating through language it is communicating language; this means that it is recreating and reconstructing a peculiar way of selecting, combining, constructing and assuming language; therefore, in any analysis of literature it is necessary to reflect on the message itself in order to learn and communicate reality.

The elaboration of an aesthetic message in the literary text fulfills an original artistic intention, which applies to language an intense vitality in its organization. The conformation of the content and form of the message causes the analysis to concentrate on it, as an autonomous unit that establishes its own fictional world. This quality of concentrating perception and analysis on itself is called the self-reflexive character of the literary message; and as the form becomes more complex

and richer and the level of information deeper, this process of self-reflection of the message grows accordingly.

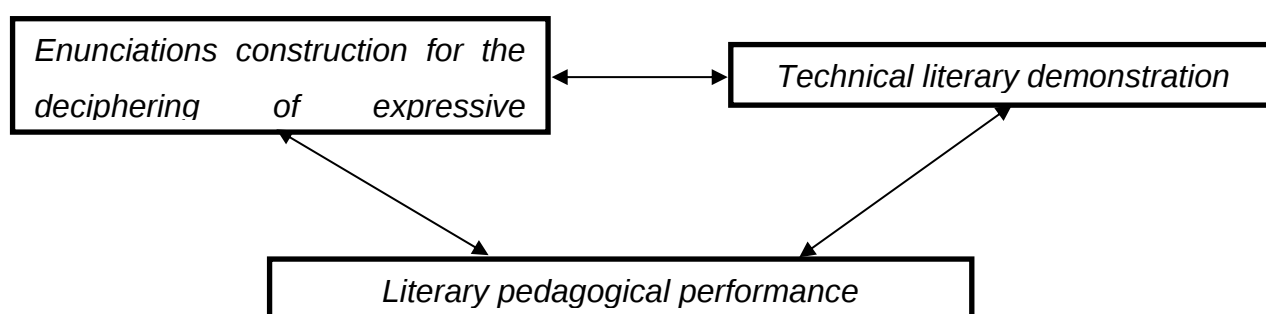
The components of reading literary works and analysis of the literary text give way to a new component called reanalysis for the identification of expressive resources. This component brings their experiences and values, a world of previous acquisitions, of expectations, tempered by the specific knowledge they have of literature, language and the author, which accounts for the principle of the dialectic 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 are revealed.

This component allows the teacher in training not to analyze what is already known, but to construct his or her own meanings, using previous knowledge and the possibility of producing renovations in his or her cognitive structures. The use of a language that creates a fictional universe through tropes and literary figures, the connotative and plurisignificant character of the literary text and its intertextual nature; its generic diversity that helps students to understand the ways in which language circulates and constructs meaning, the types of dialogue, ways of focusing, treatment of characters, characteristics of description and other eloquent forms, the characteristics of texts in a general sense.

Subsystem of methodological intervention for the deciphering of expressive resources

The relationship between the components has its synthesis in the subsystem of methodological intervention where emerges: a literary pedagogical performance, from the construction of enunciations for the deciphering of expressive resources and a literary technical demonstration, which favor, socially, the performance of the teacher in training (see Graph 2).

Graph 2 Subsystem of methodological intervention



Source: Own elaboration

The methodological intervention takes into consideration the didactic as a concretion of the pedagogical related to the current conception of Developmental Didactics (Rico, 2004-2008), where it is emphasized that the teacher must consider the systemic relationship between teaching and learning while incorporating the dynamics of the analysis of resources to its own internal structure, especially to a type of strategic learning.

Thus, this subsystem is considered relevant in the model. Thus, in the teaching-learning process of text analysis, the teacher must work for the achievement of the apprehension of the procedures for the analysis of the expressive resources of literary language, by the teacher in training, who uses the necessary means during this individual learning with the manifestation of a responsible attitude for the construction, preservation and innovation of these analytical procedures, under conditions of guidance and interaction in the classroom.

The structuring and organization of the methodological intervention refers to the succession of systemic actions that, with interactive purposes, the teacher conceives for the improvement of teaching activities aimed at the analysis of expressive resources. The above-mentioned precisions are directly related to the aims or objectives of the process, and respond to them. In view of the above, the diversity of variants to be used will contribute to the development of the methodological performance of the teacher in training, placing him/her in a bifunctional role as the one who learns and learns to teach, which implies the interrelation between the components of the subsystem: construction of enunciations for the deciphering of expressive resources, literary technical demonstration and literary technical performance.

The construction of enunciations implies the deciphering of meanings and the construction of variants of speech acts that enable the thoughtful processing of information. It is the bearer of meanings of the text; therefore, it is an essential content that offers the possibility of achieving the proposed objective, as an expression of the deciphering of meanings. The mastery of the textual structure and its use in praxis, implies its cognitive, communicative and pedagogical development towards what the subject must achieve.

Enunciation is a specific construction that adjusts the intentional comprehension and production of speech acts. It is oriented to reveal meanings and to propitiate - in teacher training - pedagogical exchange.

It is manifested in the management of the language to teach how to process information and achieve exchange, from the capture of meanings that allow promoting integral analysis, which is, extracting the explicit and implicit from the text in order to favor discourse for the teaching of comprehension.

It constitutes a significant content that, once assimilated, will become a facilitator of the transfer of this learning to other broader sociocultural contexts; Hence, the ways of guiding the interaction process are incorporated into the cognitive structure, didactically expressed through the construction of a varied system of questions and communicative situations that facilitate the direction of the analysis and the achievement of an effect, as an expression of a deep knowledge, not only of the comprehension of the written text, but of the diagnosis of each student, in particular, and of the group in general, becoming a singularity in the teacher's training.

The construction of enunciations for the deciphering of expressive resources allows a literary technical demonstration, since with the system of questions elaborated, the teachers in training will be able to identify the expressive resources. The demonstration is the ability consisting in corroborating the mastery that the teachers in training have over the analysis of literary texts. It is performed in the solution of the identification of resources, in which they have to elucidate and demonstrate through a text, the application of all the knowledge stored in their memory about the analysis process.

In the demonstration of the analysis of literary texts, it consists of exposing the mastery of the content and that of its teaching, content expressed in knowledge, skills, values, attitudes and mode of action acquired in the formative process. While demonstrating, one has to build, hence one begins to plan or plan to then textualize in the execution phase of the constructive process and as a manifestation of the third stage described by Galperin, called the materialized stage. It is here that the execution of the action begins; the teacher in initial training performs the action and the teacher has the possibility of mediating and controlling its execution, as well as influencing its formation and the correction or adjustment of the work that is being achieved. In other words, they are provided with help, they are motivated to solve the writing task and their creativity is stimulated.

The aids for literary analysis proposed in this research are presented in three levels, related to the basic stages for the development of any activity: orientation, execution and control, with the level of creative assimilation and the third level of performance, as well as with the proposed levels of

help offered by (Cisneros, 2018): practical-cognitive, practical-valuative and practical-transformative.

First level or exploratory level: it is based on the rescue of the knowledge acquired by the teacher in training to activate them and face the assigned task: suggestions of possible themes are raised, support materials are offered on the types of literary texts and literary resources, the potentialities of the base text are taken advantage of in terms of characteristics, structure according to the genre, use of tropological language (in this sense, exercises are proposed to disassemble the resource, understand it and analyze it, according to logical parts and in its discursive complexity...) proposals are offered for beginnings, intermediate and final parts of the texts, ideas for the achievement of semantic closure.

Second level or level of executive aids: they are in the order of actions for textualization, such as a content file on sequential structures or eloquent forms, on extrapolation and intertextuality, suggestions of referents to be taken into account in the creation of expressive resources, an aid with an abstract table on the variety of connectors. These aids enable the taking of positions on the path to follow for the analysis of the literary text; they are in the practical-valuative field.

Third level or level of evaluative aids: indicators are established to review the texts, among them, the fulfillment of the characteristics of the textuality (thematic progression, pertinence, coherence, semantic closure), of the oriented task (purpose, type of text, receiver, formal and external aspects of the text) and of the quality of the literary texts constructed (successes, mistakes, recommendations), which enables self-corrections and constant self-regulation. These aids correspond to the transforming practical, insofar as metacognitive skills are applied that enable learning development and personal and professional growth.

The help in the didactic-analytical orientation of literary texts is also manifested in the fact that such orientation favors the professional mode of action of the teachers in training, the orientation itself serves as a model, i.e. they learn how to orient, how to create learning projects, what questions to ask and what aids to offer.

The construction of enunciations and the literary technical demonstration allows the teacher to develop a literary pedagogical performance, in which he/she will be able to systematize a set of knowledge, experiences and results obtained throughout his/her formative process; this allows that in his/her professional work he/she achieves that the student acquires knowledge, forms correct

attitudes, educates the taste for beauty and learns to have fun in a healthy way as part of his/her education.

Conclusions

The teaching of Children's Literature, given its seductive character for the child, constitutes an important instrument to teach him/her to read and to stimulate his/her reading habit. The use of literary works is integrated into the educational dynamics of varied and effective methods in which the pedagogical principles are based on the real interests of children.

In another sense, the rejection of reading could easily extend to literature itself; hence the knowledge of literature and its resources for the formation of the primary teacher is of vital importance since it allows schoolchildren to travel through their minds to places that are hitherto unknown and unthinkable for them.

The proposed didactic model establishes two subsystems which emerge new dialectical relations between their components and at the same time the subsystems, relations of coordination, subordination and transference, which reveals the need for a new procedure called reading-interpretation generated from the systematization and enrichment of the functional discursive analysis method of the cognitive, communicative and sociocultural approach.

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