

Logics of Writing: formative elements to develop communicative competences

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Abstract

The present descriptive research with a qualitative approach compares the scriptural process of third grade children of a rural school from images, having as references the definition of a scriptural theme, the integration of narrative elements, the coherence and cohesion of the written and the structure and narrative development; which are evaluated in two moments, an initial one where it is written without images and a later one in which these are used as a pedagogical resource. As instruments for data collection, images are used that motivate writing; complementing this with the discussion group technique, which explores what students think and feel about writing. The results show progress in the writing process from images, related to creativity, cognitive and narrative development and the contextualization of writing as subjective, free and personal expression.

Keywords: Writing, Scriptural Process, Images, Meaning Construction, Competition, Creativity.

I. INTRODUCTION

The act of writing is perhaps the most complex mental process that exists, because in it it is necessary to formalize thought and translate it into a text. Like reading, writing, is a process that begins with schooling, but of which he already has an intuitive experience and knowledge, knows that writing exists, has already seen signs and has tried to represent experiences through symbols or drawings that he invents, this conclusion has reached research proposed by Ferreiro and Teberosky (2005).

Either by inadequate pedagogical practices that encourage a mandatory, decontextualized and insignificant writing (flat); Because in families writing is something non-existent, or because it

is perceived as an exercise that involves effort, the truth is that children do not write. From this situation, it can be affirmed what Amaya (2002) said, regarding that: "In the Colombian environment, writing is a complex problem that represents a huge obstacle in cognitive development because the experience at school level has been mechanistic, grammatical, frustrating, boring and unifying for the person" (p. 87).

From this problem it is clear that writing is not meaningful for the child, his process of appropriation of written language is not linked to his cultural and social environment; it also shows how irrelevant can be the syllabic and phonetic methods through which the child is sought to write; thus assuming writing as only linguistic

appropriation, The possibility of assuming writing as the construction of meanings from significant situations provided by its cultural and social context is denied.

From this problematic situation and considering that from the classroom scriptural practices should be encouraged, in this research the interest is to answer the following research question: What advances, achievements or difficulties are there in the writing process from images in children of third grade of primary school, taking as reference scriptural productions where these images are not used?

1.1 Theoretical Horizon

1.1.1 The Authority

Writing. The act of writing is perhaps the most complex mental process that exists because it amounts to formalizing thought and shaping it in the most appropriate, organized and effective way possible. Like reading, writing, which is its complementary part, is a process that begins with the schooling of the person, but unlike the first, at the beginning, the child has a much lower experience, because the creative experience of the child has been more linked to the development of orality.

According to Piaget, the beginning of the acquisition of written language coincides with the beginning of the stage of concrete operations in which the child develops the ability to handle symbols to represent reality. In the case of language, writing is a symbolic way of representing a reality that until now had been of sound representation; in the child, developing writing is equivalent to making a transition from a system, the oral, which is representation to because it allows him to associate images and words, to writing, that it is symbolic and that it means a much more abstract way of representing reality because it must use symbols that it recognizes as part of the adult world.

Writing is not only a form of representation of knowledge but a particular way of translating reality, that is, of remaking it symbolically.

Ferreiro (1997) argues, in Piaget's interpretation, that the child has to construct writing, which implies e-construction because the real exists outside the subject (of the child) and this must build it in the mind, which implies a reconstruction, which is what happens when the child internalizes the written language; appropriates it when he re-constructs it, in situations of coordination, integration, differentiation, etc.

By constructing writing, reality is being re-constructed in the mind, which for the child is significant if his process of appropriation of written language is linked to his cultural and social environment. This statement shows the need to relate the concepts of pedagogy of written language and recognition of the cultural environment and shows us how irrelevant syllabic and phonetic methods can be to lead the child to writing, because by assuming writing as only linguistic appropriation we are denying him the possibility of constructing meanings and we are showing him that writing is something inconsequential, unnecessary and away from life.

Goodman (1989), an investigator of the processes of written language acquisition, argues that children first understand that writing is a system of representation different from drawing. In the literacy process they have had, there is a prior knowledge of the ecrituration before they arrive at school, constituting a pre-knowledge that must be investigated and assumed in the classroom and formal education.

The child learns to read and write to the extent that he uses reading and writing to learn, communicate and know the world; that is, to develop his social idea and his thinking, in the community in which he was born.

This approach is corroborated by Halliday (1998), who states that there is a close relationship between social being and language because:

Language plays the most important role in the development of the child as a social being since it is the main channel through which life models are transmitted, through which one learns to act as a member of a society and adopt its culture, its ways of thinking and acting, its beliefs and values and

this does not happen through instruction, that is, from school.

This is showing the need to integrate the child's language into the classroom. It is necessary for teachers to carry out this experience and record it as research in order to draw pedagogical horizons for the orientation of this process; it must be avoided at all costs to try to take children to the production of text without the respective orientation, without considering their world.

The literacy process and literacy learning.

Researchers of early literacy processes have concluded that children are appropriating the mastery of literacy through their daily experiences integrating the social, religious, cultural and economic that characterizes their community.

Linguists such as Reed (1975) and Wilde (1988) (as cited in Goodman, 1989), have investigated the evolution in the handling of spelling and punctuation, when these are precocious. Ferreiro and Teberosky (2005); Tolchinsky (1982), applying Piaget's theory, has proposed that children before entering the educational system already have notions of what writing is, and from these notions or precognitions the teacher must start.

Taylor (1983), when studying literacy that occurs in homes, found that literacy occurs to some degree in all families, regardless of socioeconomic status. What does exist are different forms of literacy that serve different purposes and functions, influenced by religious, cultural and socio-economic considerations. Educators such as Harste et al. (1984) and Goodman (1989) interact with children, both at home and at school, the research interest is to know how they respond to literacy attempts in each of these socialization spaces and to different reading materials.

Learning literacy from a constructivist approach.

From a constructivist approach as proposed by Piaget (1986), knowledge is an evolutionary process that is nourished by experiences, pre-knowledge that is structured through mechanisms of assimilation and accommodation, where new information is integrated into previous knowledge and knowledge.

From this approach, the learning of the written language is based on the following postulates:

- **The child is the axis and center of the learning process.** This means that the child in front of the object of knowledge acts actively is reconstructing knowledge through the use of cognitive structures that integrate new information with previous knowledge derived from both intellectual operations, as well as the interaction and cultural learning obtained by relating to other individuals and social groups. In this sense, the child in his attempt to understand and explain the world and the events that happen in his daily life; elaborates hypotheses about the nature of the facts of reality.

- **The child is a person.** In learning, not only intellectual factors intervene, but also in it we must consider the individual who learns, their interests, expectations, motivations, values; that is, all the elements that are related to personality. In the teacher-student relationship, a communication of trust and respect is necessary, so that emotional factors together with intellectual factors facilitate learning.

- **Writing is a cognitive and social activity. Written language is a way of presenting meaning,** of constructing meaning, through a cognitive process that is inserted into the social and culture.

- **Learning the written language is a process.** According to Ferreiro and Teberosky (2005), in the learning of the written language three evolutionary levels of appropriation of writing have been differentiated, they are:

Differentiation between drawing and writing, this allows the child to understand writing as another form of language with its own characteristics.

Progressive differentiation of scriptures.

Phonetization of the graphic representation, first pre-syllabic and then alphabetical.

Children's narrative. Some research has allowed us to characterize narrative from how children

cometo increase their experience of producing complex narrative stories. These authors have designed different materials with the aim of recording the narrative constructions of children, the results of these studies have allowed to conclude that there is a substantial difference, in relation to ages between 3-5 years in the construction of stories, taking as categories: chance and time management in the constructed narrative. Zwaan et al. (1995), take into account to carry out the analysis of children's narratives, categories such as temporality, spatiality and chance through which they characterize each of them.

Another category studied has been the understanding that children make of narratives, this research has focused on the central constructs of the theory of mind and approaches to social cognition, in which priority is given to "the knowledge that the child has or attributes to others" (Flavell & Millar, 1998).

These studies show how from a very early age, children distinguish the mental world from the real one, in clear opposition to the approaches that Piaget (1975) proposed. Thus the development of thought is a continuous and sequential process, in which the lower levels nourish and prepare the higher. However, it does not consist in a mere accumulation of data or knowledge but the development of new forms of organization of experience, increasingly economical and better balanced.

The image. The image is a key element for the promotion of knowledge, this is because multiple readings of an image helps to develop the creative capacity of children. It is a fact that writing has a close relationship with the world of the sensible, because through it, it is possible to describe what is felt, everyday experiences. These visual images, with deep sensory and playful content, motivate and potentiate scriptural activity.

Martí (2003), states that man creates, reconstructs and uses external systems of representation through writing, graphics and maps, in which he reflects his perception of what he thinks and feels. It is clear that external systems of representation are a reflection of internal representations, and in this sense images allow us to explore the

subjectivity of the one who creates or interprets them.

The image in the children's story. The child, perceiving through the images of the story, establishes a definitive relationship. Through this perception, the child thus mistresses the universe of symbols integrated into a text that is formed by more signs, in a specific structure and that language manifests and transmits, so that by the language-image, the child assimilates culture, perpetuates it or transforms it.

The images reproduce the world to the extent that they evoke and represent it, also through the discourse events and the experience that the reader makes of this event are evoked, so that the reader, the image and the discourse represent a recreation of the same.

Creativity and Imagination. Within the different disciplines, the instructional method characterized by the following of orders as pointed out by Skinner (1975), supposes that the learning of behaviorism is framed within the reproduction or representation of reality, even within the artistic field. Aguirre (1997), regarding the idea of art as decoration and mimetic representation, refers to his vision of art in his childhood, and affirms that the fact of copying visible reality as faithfully as possible was considered as artistic production. This author proposes a move away from this conception to have a true appropriation of the expressive and creative in relation to art. Likewise, more precisely, Vigostky (2006), refers to two types of conduct within the activity of man: reproductive activity and combining activity. The first, related to memory and the repetition of rules; and the second, with the creation of new images or actions. The latter is of interest in research, because it allows man to transform reality and create new ideas and behaviors around his experience. This Vigostky combining capacity relates it directly to imagination or fantasy. The concept of imagination is nominated as everything that is not real but that leads to the production of reality. He literally refers to this idea as: "all the objects of everyday life, not excluding the simplest and most ordinary, are so to speak the crystallized imagination." This idea allows us to base the imagination not as something outside the

reality of the world, but as a means that allows us to produce it.

Creativity in the child. At the same time, Vigostky (2006) attributes to creation a fundamental role in the existence of man and it is for this reason that he shows a great concern for the processes of creation from an early age. However, the emergence of the process of creation does not arise suddenly but gradually, that is, with the accumulation of experiences. Because of this, the child has a poorer imagination than the adult because of the lower degree of experience he possesses.

The Didactic Sequence. Didactics had its origins as didactics of mathematics. This had a scientific character and two interests in particular: to analyze the processes that give rise to the communication of school mathematical knowledge and to investigate the best conditions of its realization. Then, starting from this didactics, it was determined that in the communication of knowledge given in the school a relationship is established between the teacher and the students around a certain object of knowledge.

Continuing with his studies, Brousseau identified in a didactic situation, a problem situation and a didactic contract, the latter defining the relationship established between what each participant, the teacher and the student. Within the didactic contract the transmission of knowledge obliges to adapt it, to modify it, to cut it, to reorganize it, such a process is called transposition and it is necessary, but in a certain sense, because it is also regrettable when the game of relationships and obligations that are established during the didactic relationship, produces various effects, sometimes scarcely favorable to those who are in a position to learn, In addition, some of these effects deteriorate and even replace learning.

2. METHOD

Descriptive research with a qualitative approach, where the scriptural process is compared from images with respect to what is done without them. According to Bonilla and Rodríguez (1997) and Vanegas, Gamboa and Gomez (2022), the important thing about descriptive research is the

deepening that is made on the characteristics, and manifestations of a fact or phenomenon, in this case of the scriptural process, as it occurs at the beginning and end of the investigative period.

The process for collecting information was developed in the following stages:

- Definition of the types of texts with images to be proposed to students.
- Development of four text models that use images.
- Presentation of the research activity to the students, its objective, what they wanted to know and the importance for the training and academic improvement of the participating children.
- Application of instruments.
- Analysis of scriptural productions according to categories.
- Generalization of results.

The analysis of the information is proposed as an evaluative process in which two moments of scriptural production are compared, comparing the contribution made by the use of images, the achievements, the deficiencies found and from this the way in which pedagogical practices in writing should be reoriented.

The categories of analysis are related to: recognition of a proposed theme through images; textual production; grammatical and spelling aspects; Creativity in the Writing process.

3. RESULTS AND DISCUSSION

In the presentation of results, two scriptural situations are considered, at an initial moment, children write about free topics where images are not used. At a later time, the creation of texts from images is proposed.

A first format presents the images of a child who dreams of Jesus; In a second format, some children are dedicated to the cultivation of agricultural products, which they sell, being congratulated by their parents; a third scriptural situation entitled "Country Mouse and City

Mouse", seeks to create texts and perfect writing; a fourth format with images, relating to two friends interacting with pigeons, is proposed to write a text alluding to the situation presented, while identifying textual coherence in the construction of a narrative story; a final format with images represents a child mounted on a horse. It seeks to evaluate the capacity for creativity and imagination of children, taking as a reference the text constructed by them.

3.1 At the level of recognition of a proposed theme through images

Given the images, children associate what they see with a certain theme, generically the theme may be "The Child and Jesus", but other titles such as "A divine apparition" can be proposed; "A happy dream", etc., there is a cognitive association



Figure 1. Integration of narrative elements.

3.3 Organization of ideas, cohesion and coherence

The writings based on images allow fluency in the narration, despite this repetitions and disorder in the ideas are reiterated, which implies a prolonged classroom work to improve the writing.

The writings show greater cohesion and coherence when using images because the situation and the details presented help to give fluidity to the

between the visual and the scriptural, being the image, the trigger and the motivator of the creation of a text, which recreates the seen.

3.2 Integration of narrative elements

From the image you can recognize some protagonists or characters, for example, Two friends and a cat pigeons. A problem or situation that is located in a space, territory or context is established; A time of occurrence of the facts, usually as a story that has already happened. The actions that are presented are related to what is presented in the image, but it is paid that the children are creative to weave a story, the achievements are related in the following scheme:

story, to organize the facts and follow a sequence of beginning, knot and outcome, which is not so defined or concrete, when working without images.

Narrative structure. As at first the students' writing denotes the narrative follow-up of a beginning, development and outcome through chained actions both without images and with them, the writings show that this structure is followed.

Scriptural production when images are not presented, is slow, the child does not know what to write, and asks the teacher, writes because he is asked to do it, but not because he is born. On the other hand, in writing with images it is visual and perceptive stimulus provides a theme, on which it is written spontaneously, many stories arise in the mind, all different, which from the hand of the children are taking shape as a discursive story that aims to communicate and express what is thought and if it is.

Although there are still problems or level of writing, spelling and grammar in the texts, the important thing is that it is written in a creative way, not caring about emphasizing the errors, but in the habit of writing, in the creation and in the construction of meaning through a text.

4. CONCLUSIONS

Writing is understood as a process of construction of meaning, in which the mastery of language, the significant interests of the student, previous knowledge and communicative needs interact.

In the children who participated in the research it is evident that despite their young age and coming from a rural context, there is a desire to write and that proposing images is a valid and motivating resource for them to write, because they make use of their imagination and creativity to express what they think, despite the semantic, lexical and morphosyntax limitations they present.

When children are invited to write without the help of images, this task becomes difficult, firstly because they assume it as an obligation, and secondly because writing involves a cognitive effort to process information, organize ideas which requires mastery of the ability to write. When children are invited to write from images, the scriptural process is strengthened and motivates a theme arises, a space, time, characters are related and they are assigned some actions, thus building a writing despite the limitations indicated reflect the attempt to appropriate writing and build meaning from it.

As achievements of scriptural production from images can be noted, the help of the image to

propose a theme, relate characters and actions and inscribe them in a space and time; creativity to create a story of their own, the appropriation of writing as a means to give course to their communicative needs; being relevant in a context in which information technologies threaten to displace traditional ways of communicating, such as oral communication and writing.

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