

Studies on Modern History of Literature in Latin America

¹Tomas Aznar Sanchez

¹Project Management at IUNIT University Center. Madrid. Spain. tomas.aznar@iunit.edu.es

Abstract

A documentary review was carried out in relation to the production and publication of research papers on the study of the variables Modern History of Literature in Latin America. The purpose of this bibliometric analysis is to know the main characteristics of the volume of publications registered in Scopus database during the period 2015-2020 in Latin American countries, identifying 79 publications. The information provided by this platform was organized by means of figures categorizing the information by Year of Publication, Country of Origin, Area of Knowledge and Type of Publication. Once these characteristics were described, a qualitative analysis was used to refer to the position of different authors in relation to the proposed topic. Among the main findings of this research, it is found that Brazil, with 31 publications, is the Latin American country with the highest production. The Area of Knowledge that made the greatest contribution to the construction of bibliographic material referring to the study of the variables Literature of Oral Tradition, Social Justice and Inclusive Education was Social Sciences with 43 published documents, and the Type of Publication that was most used during the period indicated above was the Journal Article, which represents 77% of the total scientific production.

Keywords: Literature of Oral Tradition, Social Justice, Inclusive Education.

I. INTRODUCTION

The transmission of knowledge through oral tradition evokes teaching processes that are transmitted from generation to generation. It has been demonstrated at present, that the pedagogical processes that revolve around Inclusive Education take into account the strategy based on the Reading of Oral Tradition, since these help children and young people to understand the history and reality of the community in which they live as well as those of people from different origin, opening an important space for the teaching of values, especially for the respect to diversity of customs, beliefs, traditions, among other important aspects to consider when it comes to equity and inclusion (Zemanate, Carvajal, & Imbachí, 2020) .

Sharing beliefs and experiences that have been transmitted for years in a community, opens a giant window in the search for empathy among students who are not only formed in knowledge but in being, as key players in a society that for many years has lived strong episodes of discrimination and segregation to the difference and more if it is a space of academic training that seeks inclusion as an objective in attention to the diversity in the community.

The methodology adopted by the guidelines of an inclusive education from an ethnocultural approach is aimed at inclusion in environments where students with different origins, in some cases, foreigners who have been academically developed, and in some cases, students with different backgrounds, are academically developed (Asensio, 2018) . In this sense, the exposure of history, customs, idiosyncrasies, etc., becomes

a useful tool in the search for social justice through quality education that involves all members of the community equally.

The above is of great help in the search for social integration in different groups identified on which the inclusion strategy is applied, this at the micro level, however, there are state policies that urge educational institutions to adapt their teaching models to the generalized attention of all types of population, including not only racial or ethnic differences but people with disabilities both physical and mental. To this end, referring to inclusion through the oral tradition, the term "Oralitura" has been coined, where the concepts of orality, reading, writing and literature converge, as a central axis within transdisciplinary strategies since it seeks through the transmission of tales, fables, stories, among others, to represent the origin of a culture and how its socialization achieves an important contribution in inclusive policies in education as a generator of social justice (Taborda & Jaramillo, 2016) .

Therefore, it is of great importance to know the state of the existing literature on the subject related above, whose analysis both bibliometric and bibliographic will help to answer the question How has been the production of scientific publications in the area of Oral Tradition Reading and its link with Inclusive Education and Social Justice in Latin America during the period 2015-2020?

2. General Objective

To analyze from a bibliometric and bibliographic perspective, the production of high impact research papers on the variable Literature of Oral Tradition, Social Justice and Inclusive Education in Latin America during the period 2015-2020.

3. Methodology

Quantitative analysis of the information provided by Scopus is carried out under a bibliometric approach on the scientific production concerning the Literature of Oral Tradition, Social Justice and Inclusive Education. Also, it is analyzed from a qualitative perspective, with examples of some research papers published in the area of study mentioned, from a bibliographic approach to describe the position of different authors.

The search is carried out through the tool provided by Scopus and the parameters referenced in Table 1 are established.

3.1 Methodological design

Table 1 shows the methodological design proposed for this research.

Table 1. *Methodological design.*

	PHASE	DESCRIPTION	CLASSIFICATION
PHASE 1	DATA COLLECTION	The data collection is carried out by means of the Search tool in the Scopus web page, by means of which a total of 79 publications are identified.	Published papers whose variables of study are related to Literature of Oral Tradition, Social Justice and Inclusive Education Research papers published during the period 2015-2020. Limited to Latin American countries. Without distinction of area of knowledge. Without distinction of type of publication.

important to know the existing relationship between Inclusive Education and the Reading of Oral Tradition, Children's Poetry, Cultural Memory that are other variables identified within the publications that have been submitted to the present analysis. However, as the Figure shows, these are variables that are not entirely related to studies in Social Justice, but through the proposed bibliographic analysis it will allow to analyze how inclusive education can be through the Reading of Oral Tradition, guaranteeing an equitable educational process for all members of society, especially for those whose access to educational services is difficult due to different factors, and in this way establish policies of Social Justice through equity in ensuring the fulfillment of this fundamental right.

It is important to mention that the studies identified through Phase 1 of the Methodological Design, address issues in which emotional stability is affected, such as Drugs, Abuse, Violence, Alcoholism among others, which can be constituted as one of the factors that make it difficult for children and young people, access to education at different levels.

4.2 Distribution of scientific production by year of publication.

Figure 2 shows the historical evolution of the volume of scientific production during the period 2015-2020 in Latin America.

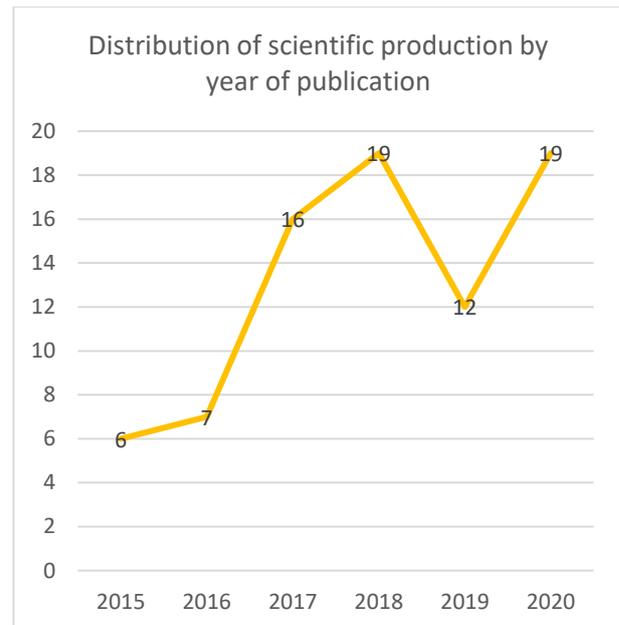


Figure 2. *Distribution of scientific production by year of publication.*

Source: Own elaboration (2021); based on data provided by Scopus.

The identified scientific production presents as main characteristic regarding the distribution by year of publication, that the years 2018 and 2020 were the years with the highest number of records, 19 publications during each one, while the lowest levels of publications were in 2015 and 2016 with 6 and 7 documents registered in Scopus respectively. From 2020, the article entitled "Acting-teaching among diversity: Building inclusive education in Atacama" (Muñoz & Rojas, 2020). is registered. The main objective of this article is to describe the strategies implemented by teachers to achieve the identification of diversity by students, through spaces for reading and understanding the environment, which greatly supports the policies of inclusion in education and that significantly impacts on social action in the recognition of differences whether ethnic, racial, cultural, socioeconomic, sexual, among others.

The above is an important contribution to the construction of an inclusive society that pursues social justice, equity and equality in terms of the recognition of fundamental rights such as education, therefore to know, by pedagogical means, the details regarding the

experiences lived in the classroom with inclusive methodologies. It is an important issue through which hundreds of investigations are developed around the world that seek to replicate successful models in places that have difficult access to education.

In 2019, 12 research papers were published, among which is the article entitled "Inclusive education and democracy" (Gaete & Luna, 2019) which aims to show the influence of a democratic education that marches towards educational inclusion as institutional policies that guarantee access to academic training recognizing it as a fundamental right of every human being and that the State as guarantor is in every obligation to promote practices in institutions, such as the socialization of the characteristics inherent in cultural plurality that seek inclusion at all levels.

4.3 Distribution of scientific production by country of origin.

Figure 3 shows how the publication record is distributed according to the country of origin of the institutions through which the publication was made.

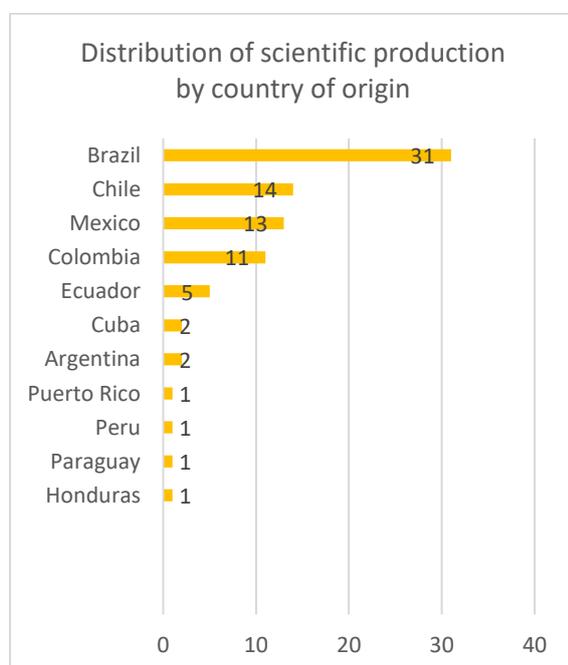


Figure 3. *Distribution of scientific production by country of origin.*

Source: Own elaboration (2021); based on data provided by Scopus.

Brazil, with 31 publications, is the Latin American country with the highest number of publications referring to the study of Oral Tradition Reading and its link with Inclusive Education and Social Justice, during the period 2015-2020. In second place is Chile with 14 publications within which is the article entitled "racism in inclusive education? A look from critical interculturality" (Delbury, 2020) which proposes the integration of different racial castes in a pedagogical space through the narrative of the story told of their origins and beliefs, in order to integrate the different cultural groups and achieve through education the longed-for social justice that guarantees the fulfillment of rights in an equitable manner for all actors in society without distinction of race or creed. Spaces like this strengthen the bonds of fellow countrymen who, for many years, have handled different racist manifestations not only in education but in different aspects of daily life.

At this point, it is worth noting that the production of scientific publications, when classified by country of origin, presents a special characteristic and that is the collaboration between authors with different affiliations to both public and private institutions, and these institutions can be from the same country or from different nationalities, so that the production of an article with co-authorship of different authors from different countries of origin allows each of the countries to add up as a unit in the general publications. This is best explained in Figure 4 where the flow of collaborative works from different countries is observed.

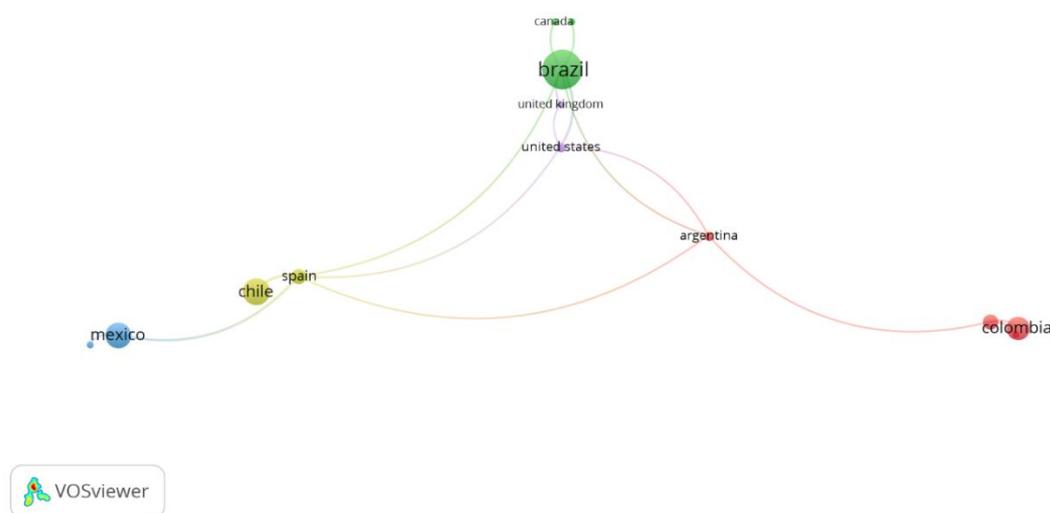


Figure 4. *Co-authorship between countries in Latin America.*

Source: Own elaboration (2021); based on data provided by Scopus.

Brazil is shown as the Latin American country not only with the largest number of publications on the topic proposed in this research, but also with one of the most international participation, not only with countries belonging to Latin American community, but also with countries such as Canada and the United Kingdom. Chile presents documents with Spain, and Colombia with Argentina. From Colombia there are records such as the article entitled "Inclusive education: A systematic review of research on students, teachers, families and institutions and its implications for educational guidance" (Reyes-Parra, Moreno, Amaya, & Avendaño, 2020). whose objective is to identify trends in studies with students, teachers, families and institutions through the systematic analysis of a set of bibliographical publications describing the pedagogical tools that teachers implement to achieve quality inclusive education.

Mexico occupies the third place with 13 records in Scopus during the period 2015-2020, within which is the research entitled "Opening formulas in Tojolabal Mayan oral tradition narrative" (Delgado, 2019) whose objective is to analyze the potential of traditional stories

and oral narrative within the processes of social integration, highlighting how they are useful enough tools when it comes to not letting culture and folklore die within one of the richest communities culturally speaking, confirming the idea that the oral narrative tradition is a verbal art that transmits the feeling of a race and that through pedagogical strategies based on the cultural transmission by this type of methodology, they help notably to the recognition of racial differences and inclusion. This implies a social awakening within a community that has traditionally suffered discrimination and even violence driven by racial differences. Spaces like these should be replicated in places with cultural richness and great diversity of ethnicities in order to achieve rapprochement and unity in the community, ensuring compliance with state policies that seek social justice and inclusion.

4.4 Distribution of scientific production by area of knowledge

Figure 5 shows how the production of scientific publications is distributed according to the area of knowledge through which the different research methodologies are executed.

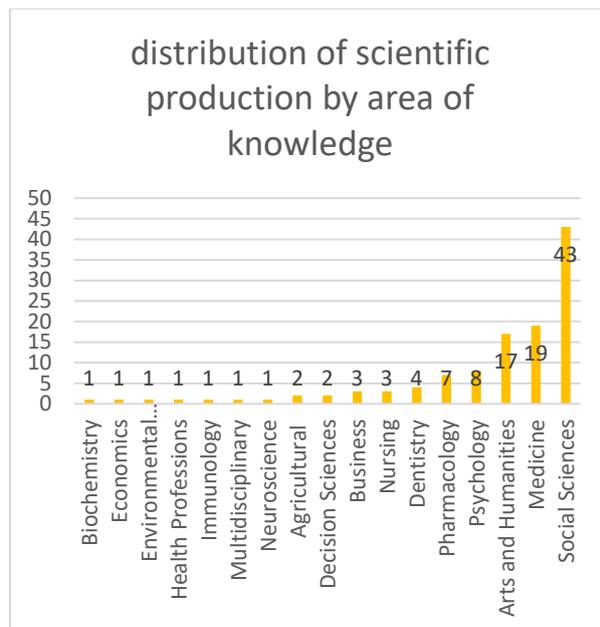


Figure 5. *Distribution of scientific production by country of origin.*

Source: Own elaboration (2021); based on data provided by Scopus.

Social Sciences, contributed greatly to the development of research projects that derive in a scientific publication registered in Scopus. 43 documents were developed from the perspective of that area, assuming the nature of the present proposed topic. One of the articles registered by this area of knowledge is entitled "The trap of special education: Surroundings and jurisprudential labyrinths to guarantee the right to inclusive education for persons with disabilities" (Correa & Rúa, 2018) which addresses the issue of educational inclusion and social justice, from the existing regulations to provide guarantees by legal means to people with disabilities. Although it is not a topic directly related to the Oral Tradition and its link to Inclusive Education and Social Justice, it does mark an important precedent in the search for equality in attention to the diversity identified in society, which represents a starting point in any strategy to achieve this task and the design of tools such as the transmission of knowledge through the reading of oral tradition.

Medicine ranks second with 19 records in Scopus, and Arts and Humanities third with 17, within which the article entitled "Inclusive

Higher Education: A challenge for pedagogical practices" (Zárate-Rueda, Diaz-Orozco, & Ortiz-Guzmán, 2017). is registered. The objective was to analyze the pedagogical practices and strategies implemented by teachers of the Industrial University of Santander (UIS-Universidad Industrial de Santander) and the Autonomous University of Bucaramanga (UNAB- Universidad Autónoma de Bucaramanga) within which the identification of strategies of accompaniment in cases of discrimination represents an important challenge for Educational Management at all levels of training.

4.5 Type of publication

Figure 6 shows how the bibliographic production is distributed according to the type of publication chosen by the authors.

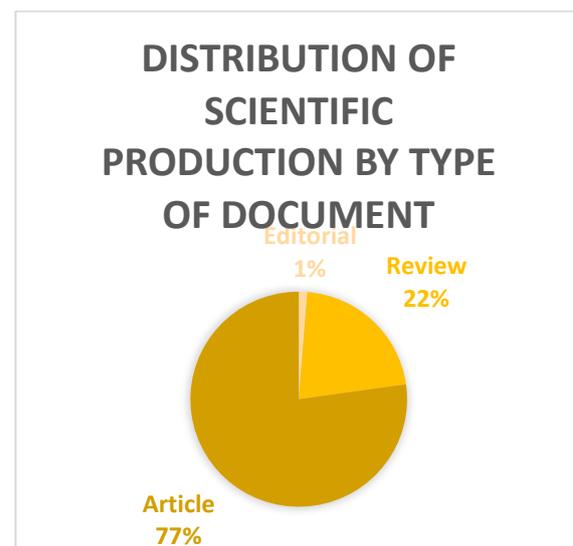


Figure 6. *Type of publication*

Source: Own elaboration (2021); based on data provided by Scopus.

77% of the publications identified through the execution of Phase 1 of the Methodological Design proposed for this research correspond to Journal Articles, among which is the one entitled "Between policy and practice: The challenges of inclusive education in Brazil" (Denise & Mendes, 2016) which analyses state proposals for inclusive education and the actual practices implemented in primary schools. The relationship between Social Justice and Inclusive Education is that the first is reached

through the intermediation of the second, understanding this it is absolutely necessary to know and accept the differences presented by social diversity, as well as the recognition of equality and equity in fundamental rights. The Reading of Oral Tradition allows as a pedagogical strategy, to know much of the culture transmitted from generation to generation, so that pedagogical processes could be supported in activities related to this practice, to make known the essential characteristics within each social group.

In second place are the Reviews, which represent 22% of the total production, like the one entitled "Interview with Abraham Magendzo Kolstrein on inclusive education and the teaching of human rights" (Kolstrein, Gárate, López-Andrada, Ocampo-González, & Pincheira, 2019). which carries out a review together with the opinion of the Doctor in Education of the University of California, Abraham Magendzo on the present of inclusive education policies and a historical tour of Human Rights education, especially in Chile, the difficulty to develop educational projects in which the entire educational community becomes aware of the importance of the subject in Human Rights.

5. Conclusions

Thanks to the bibliometric analysis proposed by this research, it is possible to determine that of the Latin American countries, the one with the highest scientific production registered in the Scopus database is Brazil, with 31 documents published in high impact journals during the period 2015-2020, which allows inferring that in view of its cultural diversity, the policies for inclusive education focus on the recognition of the fundamental rights of the multiple ethnic groups that are part of that country, the policies for Inclusive Education are focused on the recognition of the fundamental rights of the multiple ethnic groups that are part of that country, and all the oral material that travels from generation to generation is an important contribution to the strengthening of culture aimed at state policies

to the design of strategies for the identification of populations with difficult access to academic training.

The Social Sciences were the area with the greatest number of contributions in the construction of theories related to the Reading of Oral Tradition and its link with Inclusive Education and Social Justice. This is supported by the practice of transmitting knowledge acquired by the experiences that are lived in the communities and are told in the form of tales, stories, even fables, which use the full potential of different literary resources to share part of the history and origins of a community. The importance of this type of cultural manifestation brought to the educational field lies in the recognition of equality and the role played by each member of the community as a fundamental actor in society. For pedagogical processes, it turns out to be a tool capable of integrating plans and strategies of educational inclusion in search of social justice based on the fulfillment of fundamental rights, in this case education, which as several authors cite in their works, is the key that opens the doors to equity and equality by sectors with very few opportunities to emerge, who develop their daily lives in conditions of extreme poverty and whose access not only to education but to security, health, employment, etc., is complicated or null.

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