

Didactic-oriented management of knowledge of linguistic and literary contents

Raúl Enrique Pérez Portelles^{1*} <https://orcid.org/0000-0001-8750-5076>

Salma Díaz Berenguer¹ <https://orcid.org/0000-0001-5297-6652>

Susana Cisneros Garbey¹ <https://orcid.org/0000-0002-3772-397X>

¹Universidad de Oriente, Cuba

*Autor para la correspondencia: raulpportelles@uo.edu.cu

ABSTRACT

The university teacher must manage the teaching-learning process in the context of the relationships established between society, technology, science and the environment. Studies carried out corroborate insufficiencies in the didactic orientation to manage the understanding of linguistic and literary contents; hence, the objective of this article is the elaboration of a set of didactic-methodological actions that favor the management of knowledge in terms of its learning during the training of the Spanish-Literature teacher. For this purpose, a bibliographic review and documentary analysis related to the categories developed were carried out.

Keywords: Knowledge management; Knowledge; Learning; Linguistic; Literary; Actions

Introduction

Knowledge management has become one of the main topics of study in the social field. According to (Woodman, 1985, p. 97). "Managing knowledge is an all-encompassing process of getting the right information, in the right form, to the right person, at the right cost, at the right time in the right place, for the right action." This description covers all

the purposes of information management, namely, to potentiate and take advantage of the benefits offered by knowledge-based information management.

The consideration of knowledge as an essential strategic resource, and the ability of organizations to create and apply it as a fundamental capability, represents an important advance in the evolution of strategic management. According to some authors, the basic resource of today's organizations is no longer capital, but knowledge. If before the central asset was capital, today knowledge replaces capital as a critical resource, which constitutes a challenge for organizations, in the capacity to generate knowledge, manage it and build processes that allow integrating and leveraging the most important resources, knowledge and its capabilities.

Knowledge management corresponds to the set of activities developed to use, share, develop and manage the knowledge possessed by an organization and the individuals working in it, so that these are directed towards the achievement of its objectives. Therefore, the activities related to knowledge management are linked to the generation of new knowledge, access to valuable knowledge from outside, and the explanation of knowledge in databases, software, documents, among others.

The actions of creating and transmitting knowledge, allows the design and application of more rational decisions, with greater contrast and enrichment of ideas, all of which favors strategic decision making.

The analysis and compilation of the information have been organized as follows. Initially, a space is dedicated to the definition and review of the concept "knowledge"; subsequently, the findings and approaches that describe what "knowledge management" is are described; then a section is presented in which the relationship between "knowledge management and organizational learning" is established; the analysis continues with "the elements of knowledge management" and finally the different "knowledge management models" are presented in detail.

Knowledge management has been studied by several authors among which the following stand out in recent years: (Fuentes, B., 2010); (Heler, 2010); (De Freitas and Yáber, 2014); (Calderón, 2015); (Valle, Camejo & Vilaú, 2019); (Villasana, Hernández & Ramírez, 2021). In these studies, different authors agree that it is the systemic process of selecting, organizing, capturing, distributing and effectively using knowledge.

Considering that knowledge management should be understood as the intentional development of a competence of people and the organization, that is, as an innovation supported by an interactive learning process in which those involved increase their competence at the same time that they deal with innovation.

The observation in the educational reality in the Bachelor's Degree in Spanish-Literature Education allowed us to appreciate irregularities in the future teacher's actions that affect the adequate management of the knowledge of linguistic and literary contents in terms of a meaningful learning for their academic-labor performance. This study, supported by research on the subject and the author's pedagogical experience, found:

- Insufficient didactic procedures that enable students to adequately manage knowledge in the training of the Spanish-Literature teacher.
- Limitations in the implementation of teaching-methodological and scientific-methodological actions to direct, plan, organize, execute and control the learning activities of linguistic and literary contents.

Therefore, the objective of this research is the elaboration of a set of didactic-methodological actions that favor the adequate management of knowledge in terms of the learning of linguistic-literary contents during the training of the Spanish-Literature teacher.

Development

Giving an answer to the question "What is knowledge? Is by no means a simple task, considering that it is a concept widely studied by Philosophy, Pedagogy, Psychology and Administration, there is no universal definition for it.

It could be said that knowledge is the necessary tools for a subject or group of subjects to perform a task adequately, however, defining it in this way would be incorrect and limited since it does not include its dynamic character and multiple applications.

Knowledge is an ability to solve a given problem with a specific effectiveness. This capacity would be determined by the meaning that people give to the data and information

from the environment, the evaluation of the available options, the choice of the most successful option, and of course the incorporation of new experiences as a result of this process.

It would be inadequate to perform this analysis without reviewing the contributions of (Pérez and Castañeda, 2009, p. 4) who with his famous expression "It is possible to know more than what is expressed" focuses the study on a fundamental aspect in the study of knowledge; the differentiation between tacit and explicit knowledge.

Tacit knowledge is that which a person, community, organization or country has incorporated or stored in its mind, in its culture, and which is difficult to explain. It is necessary to comment that this knowledge can be composed of: ideas, experiences, skills, abilities, customs, values, beliefs, history, etc. knowledge of the context or ecology (geography, physics, unwritten rules, behavior of people and objects, etc.), knowledge as a cognitive skill (reading comprehension, problem solving, writing, visualizing ideas, analyzing, synthesizing, etc.) that allows access to other more complex knowledge or solving new problems.

When this knowledge allows to act, it is called competences or knowledge in action. The problem with this type of knowledge is that it is personal and difficult to transfer to others through a language that others understand or can understand. For example, the experience of a qualified and expert worker. Therefore, it is necessary to manage it by creating codes that facilitate its transmission or a knowledge infrastructure and it is generally collected through observation. In intangible assets, it is the most difficult to transfer and the one that constitutes a condition for the success of a given activity.

Explicit knowledge, on the other hand, has been defined as objective and rational knowledge that can be expressed in words, numbers, formulas, etc.; it is also called explicit. It can be transmitted more easily than the previous one.

On the other hand, when approaching the study of the teaching-learning process of language and literature, Didactics has as its methodological basis the materialist dialectic, which it assumes as philosophy, gnoseology, axiology and methodology; It is based on laws and general principles of Pedagogy and Didactics and the contributions of Marxist Psychology, fundamentally of the historical-cultural school, about man as a biopsychosocial being, who develops from the influence of the social environment; it is

nourished by text and discourse analysis) and literary (literary theory, history of literature and literary criticism), among others. In this way, the didactics of language and literature is perfected not only with the results of its specific practice, but also draws on the experience of other sciences as an expression of the links that exist between them.

Currently, linguistic studies have been enriched by the contributions of other sciences such as Cognitive Psychology, Stylistics, Semiotics, Sociolinguistics, Pragmatics and others that have contributed to reveal the essence of language as a complex object, whose study must be approached from a triadic conception that reveals the relationship between cognition, discourse and society, as vertices of a triangle, within which the interdisciplinary relationships established by these sciences must take place. This has given rise to the transition from linguistics of language to linguistics of speech, and from a didactics of language to a didactics of speech, which focuses on the study of discourse and its diversity.

Among the fundamental contradictions that have been present in the teaching of the mother tongue and literature, Roméu has considered the following:

- Language teaching focused on linguistic-literary training as an end in itself, and the need to meet the requirement of contributing to the development of students' communicative skills as a fundamental objective of such teaching.
- A teaching of linguistic contents, based on the normative and systemic-structural conception, and the growing boom of the results of linguistic sciences, focused on discourse and its use in different contexts of meaning.
- The existence of a didactic approach that metaphysically divorces the teaching of language from its use and the need to reveal the important role that language plays in the construction of meaning of the external world and in the process of cognitive-affective, communicative and sociocultural development of the individual.
- The existence of a didactic approach that does not take into account the diagnosis of difficulties and does not stimulate student protagonism, and the contributions of developmental didactics, which has as a reference the postulates of the historical-cultural school.
- These contradictions, revealed in research on the teaching of language and literature, shed light on the difficulties presented by students and teachers at

different levels. Some authors highlight, among the fundamental problems, the lack of updating in the approach to the contents of the programs and the use of traditional methods that do not guarantee developmental learning, which results in the absence of reading habits, the inability to understand and construct texts and to apply linguistic knowledge in communicative situations in an independent and self-regulated manner, as well as the insufficient mastery of the socially established norms that guarantee the correct use of language in different communicative situations and contexts.

- It has been found that, in pedagogical practice, there are still theoretical and methodological problems that need to be addressed. Among the theoretical problems are: the science-subject relationship, the lack of updating of the approach to the contents and the indetermination of the fundamental purpose of language and literature teaching; among the methodological problems are: the insufficient communicative orientation of the objectives and contents by levels and grades, the use of traditional methods, procedures, means and forms of organization, and the use of ineffective ways, types and forms of evaluation.
- The teaching-learning of the mother tongue as an interdisciplinary node is the systematized and intentional process in which language is consciously assumed by the subjects in interaction, as a transversal macro axis of the curriculum. This means that the construction of written text becomes of primary interest for teachers in general, due to the importance of language as an interdisciplinary subject in the Teaching-Learning Process and its contribution as an instrument for the cognitive, affective, communicative and sociocultural development of the individual (Varela, Oliva & Morejón, 2021, p. 8).
- On the other hand, humanistic education includes the formation in students of a system of knowledge, skills, feelings, values, convictions, which is based on a dialectical-materialistic methodology and a cultural and personological approach, aimed at the integrality of knowledge, the cultivation of sensitivity and spirituality, the interpretation and explanation of historical, social and cultural processes related to man, the development of a style of thinking and acting in terms of the transformation of reality. This is possible only from the interdisciplinary in which language, as a mediator, plays a fundamental role.

It should be noted that for a long time more attention has been paid to the construction of knowledge as personal processes than to their social and contextual aspects. This has not allowed a good understanding of the connection between teaching and learning as a dialectical unit. Today it is necessary to deepen the resources for the educational influence that must take place in the teaching-learning process, as a unique process where attention cannot be focused on one or another of the aspects that comprise it, but on the whole.

The construction of knowledge involves didactics as a science and scenario of practices in pedagogical research; from this position, concepts and preconceptions associated to our professional work, to our capacity and way of symbolizing what makes us co-participants of an epistemic community will be discussed.

On the way to the construction of knowledge, new epistemes are discovered in favor of science and social development; a good number of them are associated with didactic science, although there is a tendency to recognize only its operative character to offer solutions to the insufficiencies shown during the teaching-learning process.

In the theoretical order, the debates concerning didactics have been recognizing:

- The teaching-learning process as the object of Didactics (Álvarez de Zayas, 2020; Cisneros, 2021).
- The guiding character of Didactics (Recarey and Collazo, 2010; Acosta, 2016).
- Didactics as neuroscience (Martínez, 1986; Calatayud, 2018; Carrillo-García and Martínez-Ezquerro, 2018) where the processes of cognition are distinguished from brain studies.

Cisneros (2018), sustains, in the teaching-learning process, the guiding concurrence of didactics through the episteme didactic orientation. In such purpose, he determined the own and peculiar way of a group to assign meanings in the theoretical projections regarding the orienting approaches, which corresponded, namely, to the professional orientation. To this position are affirmed, Moreira, Garcia & Amaro (2023).

Garcia (2019, p. 36), states that "the didactic orientation to inference in the comprehension process is defined as "the didactic and methodological procedure, oriented to the establishment of inferences, according to the significant suggestions provided by the key words and expressions of the text, the search for the information behind the words where the implicit meanings or intentions of the author are hidden,

leading to the establishment of basic conceptual cores around the essence of the text and the attribution of meanings in the teaching-learning process of comprehension".

In both cases, the researchers make little reference to the functioning of the brain even when it is evident that they should have been considered in a Dimension of Cognitive-Contextual Organization and Oral Discursive Orientation by Fuentes, C. (2018), or in a Conceptual Cognitive Dimension to Inference, by García (2019) and Cisneros, Garcia & Moreira, (2020).

The research and analysis accompanying such references pointed toward a movement from didactic-oriented episteme to neuroorientation.

Cisneros (2021) considers that neuroorientation supports the mediations, interventions and extrapolations that arise in the teaching-learning process in accordance with memory, its use and functioning.

That is why the teacher as the conductor of the teaching process must be the factor that helps to break the existing paradigms in traditional education, especially in the university environment when generating new and innovative knowledge through physical or abstract elements that allow to manage the existing knowledge within the organization in this case the university, facilitating the work between the members of the same, to carry out objectives proposed by the institution. It must be able to design strategies, processes, structures and systems that allow learners to make use of what it knows.

The authors of this work consider that knowledge management is highly advantageous, since it achieves the following:

- Organize and distribute individual objectives.
- Facilitate effective channels of equal communication for all parties.
- Identify where the source of knowledge is centered.
- Convert and distribute the source of knowledge for the generation of intellectual capital.
- Conduct research and development activities that give it a conception of permanent innovation and improvement of each of the processes that are carried out.
- Establish follow-up mechanisms to measure the results of the knowledge generated.

- To make more efficient and assertive the processes of decision making and execution of the same, using all the resources it possesses, thus optimizing its performance and response capacity.
- Multiply knowledge, by taking it from the individual to the collective.
- Create competitive advantage through different strategies.

It is the task of the Spanish-Literature teacher to contribute to prepare his students to build their life project inserted in the Cuban social project, and for this, he must have conceived his own with the procedures that the career offered him.

In the teaching-learning process, the potentialities of the content must be used to achieve the unity of the cognitive and the affective, expressed in creativity, criticality, depth of thought, the historical memory developed by the subject, the refinement of sensitivity to what he thinks, memorizes or does, among other qualities.

The university institution must develop the capacity for self-learning and reaffirm the motivation to learn in all contexts and without time limits, and for the career of educator, encouraging their interests for the selected specialty.

To this end, participatory, collaborative and interactive learning must be promoted in order to learn with the group and in communication with others, taking advantage of the possibilities offered by information and communication technology. This implies commitment and individual and social responsibility, as well as the need to increase the capacity for reflection, problem solving and decision making.

A bibliographic review and documentary analysis related to the categories developed was carried out, with the objective of compiling previous experiences related to the object of study, also taking into consideration the experiences of several authors and teachers.

Based on the aforementioned epistemic foundations and with the objective of improving the teaching-methodological and scientific-methodological work developed in current Cuban education, a set of actions was elaborated that will serve as a didactic tool to treat knowledge management in terms of the learning of linguistic-literary contents in the training of the Spanish-Literature teacher.

Set of actions:

1. Actions for diagnosis:

- To review the normative documents in order to verify how the teaching of language and literature is treated and how it is worked.
- Determine the limitations and cognitive and metacognitive capacities that students present in order to develop the linguistic-literary contents.
- To control the expectations acquired in the teaching-learning process for the management of knowledge of linguistic-literary contents, which allows generating new meanings and senses that can be applied in various sociocultural contexts.
- To elaborate a systematization record of the results of the analysis of the limitations and potentialities presented by the students for the management of the knowledge of linguistic-literary contents.
- To objectively specify the causes that limit the adequate management of knowledge in terms of the learning of linguistic-literary contents during the Spanish-Literature teacher's training, through interviews and surveys.

2. Actions for planning:

- To conceive actions oriented to assist the teaching-methodological and scientific-methodological work of teachers, for the execution of the proposed actions.
- Include topics in the program of the course of improvement related to: knowledge management and didactic orientation for knowledge management.
- Organize workshops and methodological activities by topics, so as to contribute to the adequate management of knowledge of linguistic-literary contents, based on didactic procedures.
- Promote the use of ICTs in the development of teaching-methodological and scientific-methodological activities.
- To control the development of the workshops and methodological activities, where the didactic-professional preparation achieved by the teachers is evidenced, in the adequate implementation of the management of the knowledge of the linguistic-literary contents during the training of the Spanish-Literature teacher.

3. Actions for implementation and evaluation:

- To investigate all the information related to the thematic object of study, in order to project new actions that allow the effective development of the teaching-learning process from the subject Spanish-Literature.

- To elaborate teaching materials containing the theoretical-methodological assumptions of the didactic orientation for knowledge management of the linguistic-literary contents, for the design of the classes.
- Determine the units in the programs of each grade where the linguistic-literary contents are treated.
- Determine the procedures for the implementation of the linguistic-literary contents, based on comprehension strategies and skills to observe, read, identify, interpret, investigate, value, argue and produce new meanings and senses orally or in writing.
- Analyze the contents and texts present in virtual classrooms, digital platform, videoclasses, educational software used to treat linguistic-literary contents.
- Design teaching tasks related to linguistic-literary contents linked to communicative situations elaborated with a sociocultural character and that develop the didactic-contextual extrapolation of Díaz (2017).
- Conduct workshops for socialization, systematization and evaluation of experiences, in which the feasibility and validity of the proposed didactic actions are evidenced, for the adequate management of knowledge in terms of the learning of linguistic-literary contents.
- To plan methodological activities in the year groups, disciplines and career that contribute to the preparation of teachers, in the adequate use of knowledge management of linguistic-literary contents during the formation of the Spanish-Literature teacher.
- To project new actions from the scientific-methodological work and its evidence in the classes, that propitiate the adequate management of the knowledge of the linguistic-literary contents during the formation of the Spanish-Literature teacher.
- To elaborate scientific articles that constitute papers in scientific-research events related to knowledge management in terms of the learning of linguistic-literary contents.
- To teach classes with a cognitive, communicative and sociocultural approach, where knowledge management is treated as a function of the learning of linguistic-literary contents.
- Systematically reveal the work algorithm and indicators for knowledge management of linguistic-literary contents.

- Conduct knowledge encounters that promote the development of linguistic-literary cognitive skills.

Systematically evaluate the progress of the work performed by the students in the process of knowledge management of linguistic-literary contents, taking into account indicators related to the previous actions.

Conclusions

The theoretical analysis carried out reveals the existing epistemological inconsistencies in the adequate management of knowledge of the linguistic-literary contents during the training of the Spanish-Literature teacher, so it is necessary to deepen in the didactic procedures used for its development, and that favors the preparation and academic-labor performance of the students.

The didactic-methodological actions proposed will make it possible to implement in practice the management of knowledge in terms of the learning of linguistic-literary contents, as a way to direct, plan, organize, execute and control the students' learning activities in different contexts.