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System of teaching tasks as an interdisciplinary node in the didactics of the construction of written texts

Sistema de tareas docentes como nodo interdisciplinar en la didáctica de la construcción de textos escritos

Sistema de tarefas de ensino como nó interdisciplinar na didática da construção de textos escritos

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ABSTRACT

Due to the importance of the teaching and improvement of the written language in Higher Education, as it constitutes a transversal macro-axis of the training curriculum and interdisciplinary node in the cognitive-communicative processes that take place in all the subjects of the initial training process; this investigation was carried out which aims to design a system of teaching tasks for the didactics of the construction of written texts from the educational project of the year with a social, cultural and professional approach and with a marked interdisciplinary, multidisciplinary and transdisciplinary character. It is a current issue, in order to guarantee a graduate in correspondence with what is required in the professional model of the career and society. In the investigation the methods of the theoretical level were used: historical - logical, analysis, systematization, analysis - synthesis and induction - deduction; those of the empirical level: documents analysis, the survey, the interview, the observation, the pedagogical test, the consultation of specialists; and the mathematical method in the application of descriptive statistics techniques. The proposed experience allowed to corroborate the interdisciplinary nature of the didactics of the construction of the written text from its conception in the educational project of the year and its contribution to solve problems from the different components of the professional training process in each of its dimensions and scenarios; whose effectiveness has been verified and corroborated in its results and the criteria expressed by the specialists who participated in this research.

Keywords: didactics of the construction of written texts; interdisciplinary; educational project of the year; teaching task.

RESUMEN

Debido a la importancia que tiene la enseñanza y perfeccionamiento de la lengua escrita en la Educación Superior, por constituir macroeje transversal del currículo de formación y nodo interdisciplinar en los procesos cognitivo-comunicativos que tienen lugar en todas las asignaturas del proceso de formación inicial, se llevó a cabo esta investigación. Tiene como objetivo diseñar un sistema de tareas docentes para la didáctica de la construcción de textos escritos desde el proyecto educativo del año con un enfoque social, cultural y profesional y con un marcado carácter interdisciplinario, multidisciplinario y transdisciplinario. Es una temática de actualidad, en función de garantizar un egresado en correspondencia con lo exigido en el modelo del profesional de la carrera y la sociedad. En la investigación se emplearon los métodos del nivel teórico: análisis histórico-lógico, sistematización, análisis-síntesis e inducción-deducción; los del nivel empírico: análisis documental, la encuesta, la entrevista, la observación, la prueba pedagógica, la consulta de especialistas; y el método matemático, en la aplicación de las técnicas de la estadística descriptiva. La experiencia propuesta permitió corroborar el carácter interdisciplinar de la didáctica de la construcción del texto escrito desde su concepción en el proyecto educativo del año y su contribución para resolver problemas desde los diferentes componentes del proceso de formación profesional en cada una de sus dimensiones y escenarios; cuya efectividad ha sido constatada y corroborada en sus resultados y los criterios expresados por los especialistas que participaron en esta investigación.

Palabras clave: didáctica de la construcción de textos escritos; interdisciplinariedad; proyecto educativo del año; tarea docente.

RESUMO

Pela importância do ensino e aperfeiçoamento da linguagem escrita no Ensino Superior, por constituir um macroeixo transversal ao currículo da formação e um nó interdisciplinar nos processos cognitivo-comunicativos que ocorrem em todas as disciplinas da formação inicial processo, é realizada esta investigação. O seu objetivo é conceber um sistema de tarefas didáticas para a didáctica da construção de textos escritos do projecto educativo do ano com uma abordagem social, cultural e profissional e com uma marcada natureza interdisciplinar, multidisciplinar e transdisciplinar. É uma questão atual, com o objetivo de garantir uma graduação em correspondência com o que é exigido no modelo profissional da carreira e da sociedade. Na investigação foram utilizados os métodos do nível teórico: análise histórico-lógica, sistematização, análise-síntese e indução-dedução; as do nível empírico: análise documental, pesquisa, entrevista, observação, teste pedagógico, consulta a especialistas; e o método matemático, na aplicação das técnicas da estatística descritiva. A experiência proposta permitiu corroborar a natureza interdisciplinar da didática da construção do texto escrito desde sua concepção no projeto educacional do ano e sua contribuição para solucionar problemas dos diferentes componentes do processo de formação profissional em cada uma de suas dimensões e cenários; cuja eficácia foi verificada e corroborada em seus resultados e os critérios expressos pelos especialistas que participaram desta pesquisa.

Palavras-chave: didática da construção de textos escritos; interdisciplinaridade; projeto educacional do ano; tarefa de ensino.

linguistic and stylistic variables that shape these discourses.

From this derives the concept of competence for textual construction, which Domínguez García (2006) states as:

A self-regulated process of production of meanings for the creation of oral or written discourses that satisfy individual and social needs and interests, are structured from experiences and knowledge, habits and skills; they are adapted to specific contexts and to determined receptors, and take into account the linguistic and stylistic variables that shape these discourses, in which the personality and culture of the individual are revealed (p. 69).

INTRODUCTION

From the didactics of the language, with a cognitive, communicative and sociocultural approach, the didactics of the construction of written texts becomes of primary interest for teachers in general, due to the importance that language has in the Teaching-Learning Process (seen in its close link with thought and knowledge).

According to Romeu Escobar (2007), this approach allows us to analyze cultural processes as processes of communication of meanings, which transcend all spaces and contexts of human social communication. In turn, it is inextricably linked to an interdisciplinary conception, which has its origin in the very interdisciplinary nature of human knowledge: "When constructing a text, the codes and knowledge of the inherited and transmitted culture are used, selectively, they are selected in an intentional, voluntary and conscious way, the noetic contents that are communicated (transmitted), also giving them the linguistic form that is deemed convenient" (Figuerola, 1983, p. 56).

In accordance with the above, Romeu Escobar *et al.* (2003) states that the construction of texts is a process of meaning based on the knowledge, skills and capacities that human beings use to communicate through oral and written discourses, in which their personality, their values are evidenced and their culture, in specific contexts, before a specific receiver and considering the

The proposal contained in this research is consistent with the cognitive, communicative and sociocultural approach and the didactic model for the construction of written texts, proposed by Domínguez García (2006), who conceives the creation of a text as a complex process in which they intervene stages (orientation, execution and control) and sub-processes (planning, textualization and self-review), and sociocultural, contextual, individual and cognitive factors act in an interrelated way, highlighting the importance of cognitive-affective components and their close relationship with culture, production context and the individual.

In Higher Education, communication as a professional skill is of marked interest in Humanistic Sciences careers. The study plans D and E conceive as objectives for the teaching of the language, mainly in the pedagogical profile careers:

- To form in students, adequate patterns of expression, both oral and written, which will be applied later in their professional performance
- Eliminate deficiencies, both in preceding content and in the development of basic skills for good communicative competence.

Assuming written expression as an essential skill for the comprehensive training process of the student is an essential aspect for their personal and professional future, which demands that the participation and guidance of the teacher from the various disciplines is not left out or fragmented. However, these competencies have not yet been reached at the level required by the university academic context for the development of ability as a process of competence and performance, which is in itself complex and recursive. Therefore, its process "should be a basic component of academic training throughout higher education, for which it requires specific teaching and must be worked on in the classroom through systematic processes" (Ruíz Terroba *et al.*, 2017, p. 108).

The truth is that there is quite a delay in the way to go so that the didactics of the construction of the written text reaches its place as an interdisciplinary knowledge, from the methodological order that constitute the training objectives of the educational level corresponding to the professional training model, the academic year, the discipline and the subject; specified in the methodological work of the educational project of the year.

This demand, according to Suárez Monzón *et al.* (2018) overcome the gap between a parcel training, based on an essentially disciplinary conception of science and, consequently, of the entire training process. In a systemic thought arising from a worldview of this process as a whole, factors

of a diverse nature intervene, which cannot be addressed from the perspective of an individual discipline.

Rosero Armijos *et al.* (2017) suggest that the training of the student within the development of the Teaching-Learning Process is a responsibility of all the disciplines that make up the career curriculum and one way to achieve this objective is interdisciplinary.

The authors of this research recognize the potential of the year group as an ideal methodological structure that allows integrated work from disciplines and subjects, considering that it is here where the nodes of interdisciplinary articulation are determined. Fernández de Alaiza, cited by Cepeda Rodríguez *et al.* (2017) defines interdisciplinary nodes as the content of a topic of a discipline or a subject, which includes the knowledge, skills and values associated with it, which can be identified from their thematic structure, their internal logic and the relationships interdisciplinary, because they have the possibility of serving as the basis for a process of interdisciplinary articulation in a given career.

In accordance with the above, the authors of this work propose that one way to articulate the didactics of the construction of written texts as an interdisciplinary node is the conception of teaching tasks as a means to direct the process and procedures of the activity by the teacher, and the means to master knowledge and skills for students.

Martínez Zamora and González García (2021) consider that the teaching task implies the development of skills for the search for knowledge, which enables its execution and evaluation, facilitating the fulfillment of the objectives of the professional model, which should not, therefore, lead to the performance of isolated actions, if not

systematic, hence it is varied, sufficient and differentiated.

The regulations for teaching and methodological work of the Ministry of Higher Education (2018) rule that the year group aims to achieve quality compliance with the training objectives of the academic year, as well as others that have been agreed to respond to the characteristics of the group and the moment, through the implementation of the educational strategy of the academic year.

In general, there is coincidence with what the researchers Suárez Monzón *et al.* (2018) and Carnero Sánchez and Arzuaga Ramírez (2019) by assuming educational projects as the pedagogical direction in the transformation of the real state to the desired one of the objects to be modified, which conditions the entire system of actions between teachers and students to achieve educational objectives proposed. This vision is specified in the ways of doing things within universities and their different careers, with their various actors, processes and components, which are integrated in an urgent response to the needs of the university and society.

Then, it can be affirmed from the analysis of the previous references and from the context that concerns us, that interdisciplinary is a process that allows solving conflicts, communicating, comparing and evaluating contributions, integrating data, defining problems, determining what is necessary of what superfluous, promote systemic thinking, attitude change, leadership, cooperation, the search for integrating frameworks and interact with facts that determine the actions to be implemented from the educational project as didactic and methodological strategies from the different disciplines that cross the curriculum of training of the academic year. An ideal way

to articulate the didactics of the construction of written texts as an interdisciplinary node is the conception of the system of teaching tasks.

For this reason, based on the potential and needs of the students of the second-year brigade of the day course of the Bachelor of Education career, Spanish-Literature specialty, a system of teaching tasks was designed from the educational project of the year to direct the didactics of the construction of written texts with a social, cultural and professional approach and with a marked interdisciplinary, multidisciplinary and transdisciplinary character, with the intention of training a better professional in correspondence with the demands of today's society. Finding this common thread confers arrange and solidity in the analysis of the fulfillment of the objective of this research.

MATERIALS AND METHODS

The study was carried out in the group of the second year of the day course of the Bachelor of Education, specialty Spanish-Literature, Faculty of Humanistic Sciences, University of Cienfuegos, in the period between October 2019 and July 2020. It was worked intentionally with the sample, made up of the five students who make up the enrollment and the 10 teachers who made up the year group during the school year.

In carrying out this research, the dialectical-materialist method was assumed as a general method, which allowed us to analyze the phenomenon under study, its causes, contradictions, development trends and relationships. Both methods of the theoretical level and the empirical and mathematical level were applied.

Theoretical methods allowed the theoretical-conceptual analysis of the empirical data obtained from the different stages of the investigation. The procedures derived from the theoretical methods were:

- The historical-logical analysis: it was used in the treatment of the sources of historical knowledge, both oral, graphic and written, related to the didactics of the construction of written texts with an interdisciplinary approach from the level of the year group.
- The systematization was used to, on the basis of critical analysis; assume the theoretical positions that allowed the construction of the referential framework related to the didactics of the construction of written texts from the level of the year group.
- The analysis and synthesis as a logical operation to study the different approaches and trends that the didactics of the construction of the written text has gone through, in the characterization of the development of the ability, as well as for the study of the causes of the insufficiencies that the students and teachers of the year group present and in the assessment of the regularities obtained.
- Induction and deduction allowed true knowledge about the reality of the research topic and facilitated the reasoning of the generalities and particularities related to the didactics of the construction of written texts throughout the research process.

The methods of the empirical level applied were the following:

- The documentary analysis was applied during the review of normative and didactic documents, as

well as in the consultation of all the specialized bibliography on the subject.

- The survey of teachers to investigate the domain of the diagnosis of their students in the ability to construct written texts; the methodological work of the year group for its monitoring and determination of the needs for improvement.
- The students are interviewed to inquire about their tastes, preferences and needs when writing, as well as to check if they are aware of the difficulties they present in mastering the skill and its importance.
- The observation was made to classes of the subjects of the academic year training curriculum to obtain information and experience the information, as well as in the interpretation of the results of the activities carried out for the diagnosis and intervention in the preparation process.
- The pedagogical test was used to diagnose the students in the domain of the ability to construct written texts and to verify the pedagogical problem.
- The consultation was carried out to obtain the criteria of specialists in relation to the content, form of presentation, feasibility and validity of the designed proposal.

Descriptive statistics techniques were used to process the results of the applied instruments and express it from the percentage analysis, which allowed the quantification and processing of the data obtained and to reach conclusions and generalizations that enriched the research.

RESULTS

The use of these methods allowed issuing criteria on the insufficiencies in the direction of the Teaching-Learning Process of the construction of written texts from the organizational level of the year group, which lie in the methodological treatment of the ability.

In the analysis of the specialized literature, they highlighted, among the problems that weigh down the Teaching-Learning Process of the ability to construct written texts, the variety in the nomenclature and the diversity of approaches and didactic models for the treatment of the construction of written texts.

In the study and analysis of the discipline and subject programs that make up the base, own and optional / elective curriculum of the years study plan, it was found that the objectives that are conceived for the teaching and improvement of the written language are insufficient. The Teaching-Learning Process of the construction of academic texts typical of the university culture was not appreciated in 70% of the sampled programs. In the rest of the programs, the study of skill is planned from the construction of simple written texts that demonstrate traditional and repetitive teaching practices. The texts most required for students to write are, in order of mention: summaries (30%), expository (25%), argumentative (20%) and expressive (15%); that generally are derived from the analysis of literary works or the text chosen as a means to teach a certain grammatical content. The least requested are scientific texts (10%): the monograph, the essay and the review. The methodological guidelines do not prioritize attention to this component of the language, nor do they guide how to enable the integration of learning objectives.

In the educational project of the year, although the diagnosis presented by the students is exposed in the domain of the ability to construct written texts, actions are not structured with a systemic approach that considers the horizontal organization in the fulfillment of the objectives of the model of the professional of the year and vertically in the fulfillment of the objectives of the disciplines and these, in turn, in subjects.

In the survey applied to teachers, 50% of them master the diagnosis of their students' difficulties when constructing written texts. Among the main difficulties they cited: text planning, lack of vocabulary, little habit of reviewing what is written, difficulties in originality, sufficiency and quality of ideas, little skill in the use of grammatical connectors, mainly. Within the texts written with greater difficulties, 40% cited the expository, argumentative and descriptive texts, 30% the presentation of the review and the monograph; 20% the construction of the essay and the report. Finally, 10% proposed the construction of the concept map or scheme and the summary. 70% of the teachers recognized that they do not plan from their classes the orientation of the writing of the draft, or the orientation of teaching tasks so that the students overcome the deficiencies that they present during the construction process and in the product. 80% of teachers assume that the responsibility to write correctly is a skill that is learned in the preceding teaching and they do not feel responsible for the pitfalls that students present. 100% admitted the importance and need of having a didactic proposal that helps them eradicate the problems that students present when they write. Also, 100% of them recognized the value of integrative teaching tasks designed from the educational project of the year as a way for the continuous improvement of the students' diagnosis in the ability to construct written texts.

The interview carried out with the students revealed that they do not feel motivated by the construction of written texts. 90% of them stated that the activities aimed at the construction of the written text are limited to topics related to the works being studied, which are addressed to the teacher of the subject, since they have not been encouraged to socialize their experiences in the university academic community. 80% of them are unaware of the importance of mastering the skill in their academic and professional performance. 90% state that it is a complex activity, very difficult and that they have not always had sufficient bases to construct their texts.

In the classes observed to the teachers of the year group it was found that:

- 60% of the teachers do not prioritize the didactics of the textual construction component from the class.
- 70% of the teachers show inadequacies in terms of teaching the contents of textual linguistics, since they sometimes know the theory, but not its systematic application in practice.
- 90% of the teachers expressed inadequacies in the demonstration of the application of corrective strategies, which should be used during the creation and writing process to treat the different types of errors. Self-review is not always done from the use of the eraser or with the level of depth that it requires. The corrective plan to solve the detected problems is not carried out. The construction of the text is evaluated as a finished product and not as a process.
- 80% of the teachers demonstrated inadequacies in the systematization of investigative skills from the

identification and contextualization of the problem in pedagogical practice, so that students approach the work activity in pursuit of finding scientific solutions from their classroom.

- 70% of the teachers do not plan enough teaching tasks that allow the Teaching-Learning Process of the construction of written texts typical of the university culture, nor do they integrate the knowledge and skills with the other subjects of the year's study plan.

The results of the pedagogical test applied to the students who constituted a sample of this research, showed:

- Deficiencies in adjusting to the topic (80%), mastery of the textual typology (80%) and correspondence with the communication situation (60%).
- Lack of clarity and relevance in ideas, coupled with poor vocabulary (80%); which does not allow the text to progress due to the ignorance of historical-cultural references and, in turn, brings with it the non-compliance with the length of the text.
- Logical and syntactic inconsistencies, by not making correct use of connectors, grammatical categories and agreement between words (60%).
- Lack of originality and poor use of expressive language resources (80%).
- Poor command of the textual typology oriented to construct the written text (60%).
- They write adhering to the point of view of the sources consulted (80%).

The consultation of the criteria of specialists referred the following results:

- 100% stated that the proposal meets the basic requirements for the teaching of the construction of written texts in Higher Education, that the actions conceived favor the integration of objectives for the Teaching-Learning Process of the construction of written texts from the academic curriculum of the year group and that the contents included are in correspondence with the needs of the students.
- It was suggested to continue systematizing this skill in the coming years of university teaching.

Based on the previous results, it is recognized that providing teachers with tools that enable the treatment of the didactics of the construction of the written text is an important aspect to consider in order to increase the effectiveness of the methodological work in the group of the year. The following actions are proposed:

1. Projection of meetings of the year group to identify the problems detected in the diagnosis related to the didactics of the construction of the written text and discusses it with the teachers.
2. Identify the training objectives of the educational level, those of the professional training model, academic year, discipline, and subject related to the didactics of the construction of the written text.
3. Systematize the knowledge that shows the lack for the treatment of the didactics of the construction of the written text from the methodological work system of the year group.
4. Design the system of teaching tasks based on the potential offered by the educational project of the year from the three components of the professional training

process: academic, labor and investigative, in each of the dimensions: curricular, extensionist and sociopolitical; as well as from the different fundamental development scenarios (University, Popular Councils and teaching units), attending to the following invariants:

- Interdisciplinary nature of the didactics of the construction of the written text.
- Interdisciplinary nodes and their relationships from the subjects of the curriculum of the year, the disciplines, the academic year and the career.

5. Contributions of the subjects for the treatment of the didactics of the construction of the written text.

6. Determine the organizational forms of teaching and the evaluation of the didactics of the construction of the written text.

Based on these actions, the proposal was developed to design the system of teaching tasks from the educational project of the year:

At the time of diagnosis:

- The relationship of the training objectives of the educational level, those of the professional training model, academic year, discipline, subject, related to the didactics of the construction of the written text, was established. Terms and concepts were specified depending on the variety in the nomenclature and the diversity of approaches and didactic models for the treatment of the construction of written texts, skills and values that promote student learning and contextualization. From the analysis of the interdisciplinary

nature of the didactics of the construction of the written text, the interdisciplinary nodes and their relationships were identified from the subjects of the curriculum of the year, the disciplines, the academic year and the career to determine their contributions in the treatment of didactics of the construction of the written text from the educational project of the year.

- The characterization of the students in the domain of the ability to construct written texts was updated and the mastery of the teachers in their methodological treatment was determined. According to the needs for improvement presented by the teachers, the methodological work system of the year group was organized.

At the time of planning:

- The objectives were formulated with a formative and communicative intention, as well as their contextualization with the cognitive, communicative and sociocultural approach.
- The teaching task system was designed with an interdisciplinary approach, based on the potentialities that made possible the integration of the contents of the academic year subjects and the ability to construct written texts, avoiding unnecessary repetition of content by all possible means.
- The organizational forms of teaching were determined. The appropriate means, methods, procedures and forms of evaluation were selected that facilitated the use of the content and the integration of skills in order to enhance the improvement of the construction of texts written by the

students. It was suggested for the orientation, execution and evaluation of the written text, the use of the following dimensions and indicators (table 1). This model, at the discretion of the authors of this work, enables the development and evaluation of the construction of written texts as a process and the corresponding development of the skills involved. Finally, it constitutes a uniform guide for the qualification of texts.

Table 1- Dimensions and indicators for the construction of the written text

Dimensions	Indicators
Orientation Stage (pre-writing phase)	1. Did you write the draft? 2. Did your outline fit the topic and type of text?
Execution Stage (writing phase)	3. Did you adequately maintain and expand on the ideas planned in the draft? 3.1. Are the ideas sufficient according to the communicative situation? 3.2. Did you make a correct distribution of the ideas? 4. Did you avoid repetitions? 5. Did you delimit sentences and paragraphs correctly? 6. Did you use it correctly?: 6.1. the connectors 6.2. the grammatical categories 6.3. the agreement between the words 7. Did you make proper use of the vocabulary? 8. Did you write a suitable title for the topic and type of text?
Control Stage (rewriting phase)	9. Did you take into account the communicative situation?: 9.1. the topic 9.2. purpose 9.3. the type of text 9.4. The recipient. 10. Did you make spelling mistakes? 11. Did you come up with an appropriate penmanship? 12. Did you adhere to the submission guidelines?

The teaching task, in the treatment of the didactics of the construction of the written

text, requires planning, orientation and evaluation. In its preparation, the principle of text selection acquired great importance according to the theoretical-methodological references raised by the cognitive, communicative and sociocultural approach. The authors of this research proposed for the Teaching-Learning Process of the construction of written texts, starting from the comprehension and analysis of texts that address topics of interest to students, that favor the integration of significant knowledge (curricular or not) from an interdisciplinary perspective.

In the daily communication with the students and through the interview carried out, it was possible to inquire about the experiences and preferences of the young university students who are in the second year of the day course of the Bachelor of Education, Spanish-Literature; because, according to Collazo Salcedo (2018), the integration of the cognitive and the affective means fostering new knowledge from learning situations and sharing experiences and experiences related to the activity.

Through the instrument the interest in the approach to culture, historical and aesthetic values of elements of Cienfuegos art was confirmed. For these reasons, in the educational project of the year, teaching tasks with an interdisciplinary nature were planned for the didactics of the construction of written texts from the understanding and analysis of the best exponents of Cienfuegos literature and culture. This gave rise to the name of the community project *Write about my city*. This was presented and approved in the collective of the year.

General objectives of the project:

- Develop an increasingly conscious attitude of respect and appreciation

towards the mother tongue and local history.

- Expand vocabulary by developing oral, written, verbal and non-verbal communication skills.
- Disseminate the best exponents of Cienfuegos literature and culture for the aesthetic and ideological training of students.
- Visit places of cultural and historical interest in the city of Cienfuegos to raise the intellect.
- Develop the skills to achieve communicative competence in students: linguistic, sociolinguistic, discursive and strategic competence through the adequate practice of the processes of understanding, analysis and construction.
- Construct written texts according to the different textual typologies that constitute interdisciplinary objectives in the year.

Next, an example is presented from the conception of teaching tasks structured by: theme, objective, actions, operations and forms of evaluation in each of the stages and sub-processes through which the didactics of the construction of written texts passes. Its conception started from interdisciplinary work and was specified in the design of the educational project of the year with the determination of those responsible for its execution and the date or term for its fulfillment.

Theme of the teaching task: workshop for the construction of the literary essay.

Objective: to construct literary essays from the reading and analysis of the *Guanaroca* legend of Cienfuegos.

Actions for the orientation stage and planning phase:

1. Give a lecture on the historical, geographical, economic, social and aesthetic significance that *Guanaroca Lagoon* has as a tourist center for the city of Cienfuegos. Responsible parties (R): Principal Professor of the Year (PPA), Students (E), Professor of the Sociopolitical Theory subject, Completion Date (FC): October / 2019.
 2. Take an excursion to the *Guanaroca Lagoon*. A: PPA, E, Head of the Course (JC) and specialist of the installation coordinated for the tour. FC: October / 2019.
 3. Investigate Cienfuegos legends in the popular imagination by consulting bibliographic sources and applying qualitative research techniques at the empirical level such as interviews, surveys, among others that are considered necessary. A: PPA, E, professor of the subject Methodology of Educational Research I and II and head of the Literary Studies discipline. FC: October / 2019.
 4. Read and analyze the *Guanaroca* legend and establish its relationship with the tradition and history of Cienfuegos. A: PPA, head of the Literary Studies discipline and E. FC: November / 2019.
 5. Audiovisual Project related to the *Guanaroca* legend. A: PPA and professor of the subject Literature and audiovisual I. FC: November / 2019.
 6. Give a lecture on the characteristics of the literary essay as a form of discourse and the legend as a generic form of narration. A: PPA and head of the Linguistic Studies discipline. FC: December / 2019.
 7. Suggest topics for the literary essay construction based on the determination of situations that favor the issuance of objective criteria derived from research and subjectivity, as well as the development of creativity. A: PPA, professor of the subject Workshops for the comprehension and construction of oral and written texts and E. FC: December / 2019.
 8. Prepare the plan for the construction of the literary essay. A: PPA, professor of the subject Workshops for the comprehension and construction of oral and written texts and E. FC: December / 2019.
- Operations for the orientation phase and planning phase:
1. Selection of the text linked to the tradition and history of the city of Cienfuegos.
 2. Search for information related to the historical, economic, geographical, social and aesthetic situation in which the chosen text is contextualized.
 3. Reading and analysis of the selected text.
 4. Search for audiovisuals related to the text. Point out or underline the most significant aspects of the selected digital texts.
 5. Characterization of the textual typology oriented for the construction of the written text.
 6. Elaboration of communicative situations for the orientation of the construction of the literary essay.
 7. Initial practice of the construction of the written text starting from the plan or initial draft.

Evaluation for the orientation stage and planning phase:

1. Individual (construction of the plan or initial draft for the construction of the literary essay).
2. Oral and Written.

Actions for the execution stage and textualization phase:

1. Write the literary essay considering the communicative social situation, intention, purpose, context, participants, articulation between the semantic structure and the formal structure (formal coherence), use of the appropriate rhetorical techniques, textual typology, style, creativity. A: PPA, professor of the subject Workshops of comprehension and construction of oral and written texts and E. FC: January / 2020.
2. Socialize the ideas developed in the literary essay to rewrite it in correspondence with the suggestions offered by the group. A: PPA, professor of the subject Workshops of comprehension and construction of oral and written texts and E. FC: January / 2020.
3. Correction and adaptation of the text. Search for the finished text. A: PPA, all the tutors of the year and E. group (each tutor is responsible for the student he attends). FC: February / 2020.
4. Support the construction of the literary essay with the use of Information and Communication Technologies as an instrument of scientific, technological and cultural dissemination. Construction of the digital text. R: PPA, tutors, professor of the subject Workshops for the comprehension and construction of oral and written texts, professor of the Literature and audiovisuals subjects and E. FC: February / 2020.

Operations for the execution stage and textualization phase:

1. Practice of the construction of the written text starting from the plan or initial draft.
2. Rereading. Correction of the constructed written text.
3. Construction of digital text and slides.

Evaluation for the execution stage and textualization phase:

1. Individual (construction of the literary essay).
2. Oral and Written.

Actions for the control stage and self-review phase:

1. Review the text and rewrite it as many times as necessary until the finished text is obtained, based on the indicators shown below. R: PPA, tutors, professor of the subject Workshops for the comprehension and construction of oral and written texts, professor of the subject Literature and audiovisuals and E. FC: February / 2020.
 - Plan developed during the orientation and planning phase for the construction of the literary essay.
 - Use of the eraser (reread and vary as many times as necessary to obtain the finished product correctly).
 - Structure and characteristics of the literary essay.
 - Logical sequence, reflected in the theme, adjustment of the ideas in their quality, originality and concordance.
 - Delimitation of the paragraphs that structure the introduction,

development and conclusions of the literary essay.

- Linguistic elements to relate ideas. Agreement between ideas.
- Use of vocabulary, spelling and punctuation marks.
- Presentation of the literary essay as the final text.
- Presentation of digital text and slides.

Operations for the control stage and self-review phase:

1. Correction of the written text constructed as the final version.
2. Exhibition of digital text and slides.
3. Stimulation of the development of investigative skills from the identification and contextualization of the problem regarding the knowledge and study of Cienfuegos legends from pedagogical practice, so that students approach work activity in pursuit of finding scientific solutions from their classroom.
4. Encouragement of the best works through their presentation in forums, student scientific events or other means conducive to socializing the academic and scientific activity of students.

Evaluation for the control stage and self-review phase:

1. Individual (construction of the literary essay).
2. Oral and Written.

DISCUSSION

The results obtained with the application of the applied methods and the search for theoretical and methodological references on the subject affirmed the importance of the teaching and improvement of the written language in Higher Education and the effectiveness of its materialization from the design of teaching tasks as a system from the educational project of the year, since it constitutes a transversal macro-axis of the training curriculum and an interdisciplinary node in the cognitive-communicative processes that take place in all the subjects of the initial training process.

The authors consider that the didactics of the construction of written texts enhances in students the development of language, skills and practical habits as ways for the expression of ideas, judgments and evaluations on various topics that allow the concretion of their thoughts and cultural development and aesthetic; because according to (Santos Ríos *et al.*, 2005) the habit of organizing mental content and expressing it clearly and correctly is the greatest test of maturity that a student reaches and the best test to measure the progress of the educational process.

Self-regulation is assumed as a professional skill. In this sense, the idea expressed by De la Fuente Arias (2017) is shared, when referring that self-regulation consists of the self-generation of thoughts, feelings and actions that people use to achieve their goals. The use of the dimensions and indicators as a model to evaluate the process of construction of written texts constitutes a uniform guide that facilitates the self-regulation of the teaching process of the construction of written texts. Self-revision and collective revision of the written texts constructed by students, as well as self-evaluation, co-evaluation and hetero-

evaluation are more effective forms of evaluation than the teacher's revision and the pointing out of errors. When students work on their tasks, they regulate their personal factors, establish goals, monitor and self-evaluate their progress, as well as evaluate their self-efficacy from the construction of their written drafts to the achievement of the text correctly finished and, in this way; they contribute to creating a positive environment.

In relation to the above, Álvarez De Zayas (1999) refers that the execution of a task does not guarantee the mastery by the student of a new skill or the formation in him of certain qualities; while the task system does; since the objective is reached through the fulfillment of the task system. The author himself defines as a system the set of interrelated components, from the static and dynamic point of view, whose operation is aimed at achieving a certain objective, which makes it possible to solve a problem situation, under certain external conditions.

On this basis, the authors of this work affirm the previous theoretical assumptions and recognize that the results of this work are fundamentally specified in the development of the Teaching-Learning Process of the construction of written texts with a systemic and interdisciplinary approach from the design of the educational project of the year, the horizontal organization in the fulfillment of the objectives of the professional model of the career, academic year and vertically in the fulfillment of the objectives of the disciplines and these, in turn, in the subjects.

After the analyzes carried out, the authors agree that the teaching task constitutes the integrating axis for the action of the elements that converge in the development of skills for the construction of written texts; If the student is to be able to use writing as a form of communication, constant practice must be

a working premise. Thus, it is recognized that the continuous execution of tasks will instruct, develop and educate the student, provided that these are developed according to the instructional, developer and educational objectives of the initial training process.

The systematization carried out found that the construction of the written text becomes of primary interest for teachers in general, due to the importance that language has in the Teaching-Learning Process as an interdisciplinary subject and because of its contribution as an instrument for cognitive affective communicative and sociocultural development of the individual.

The proposed actions allowed to corroborate the interdisciplinary nature of the didactics of the construction of the written text from its conception in the educational project of the year and its contribution to solve problems from the different components of the professional training process in each of its dimensions and scenarios, whose effectiveness has been verified and corroborated in its results and by the criteria of specialists.

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Conflict of interest:

Authors declare not to have any conflicts of interest.

Authors' Contribution:

The authors have participated in the writing of the work and analysis of the documents.



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