

METHODOLOGY FOR THE STRENGTHENING OF THE COMPETENCIES IDENTIFY, INQUIRE AND EXPLAIN: A COMMITMENT TO IMPROVE THE RESULTS OF THE SABER PRO AT THE POPULAR UNIVERSITY OF CESAR

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Summary

This article is part of a larger study that seeks to strengthen the standardized tests applied by the Colombian state through the Colombian Institute for the Promotion of Higher Education (ICFES) and that investigates how to improve the performance levels in standardized tests of middle school educational institutions (Saber 11) and higher education institutions (Saber pro). In this section, we will specifically study the methodology used in a branch of the study, specifically dedicated to the Universidad Popular del Cesar (UPC) and the work that a group of professors and students of this institution has been developing to allow students to relate concepts and knowledge to everyday phenomena, plan and develop actions that allow them to organize and construct explanations, and creatively construct and discuss explanations for a scientific phenomenon; competencies assessed in standardized tests.

Keywords: *teaching strategy, training methodology, writing, communication, standardized tests, educational quality.*

METHODOLOGY

According to Arnal (1992), the research praxis of the work of the writers' workshop as a didactic strategy for strengthening the skills of identifying, inquiring and explaining, is immersed in a socio-critical paradigm, "which adopts the idea that critical theory is a social science that is neither purely empirical nor only interpretative; their contributions originate from community studies and participatory research" (p. 98). This is based on social critique with a self-reflexive manifesto, considering that knowledge is built by the interests that stem from the needs of groups.

In addition, within the socio-critical paradigm are research with a qualitative, descriptive approach, as Bonilla (2011) expresses "the purpose of a descriptive study is to collect information through which the elements and characteristics of individuals, groups, communities of a population universe on which research is carried out can be identified, in order to advance in the resolution of their problems" (p.34). In this order of ideas, when the research is situated from a socio-critical paradigm with a qualitative approach, the intentions of the human being are observed, such is the case of the present project that seeks to propose a writers' workshop as a didactic strategy for the strengthening of the students' textual production.

In context, qualitative research assumes the classroom as a work situation, where reflection and analysis must be carried out in a comprehensive way in order to observe actions objectively, taking into account the elements that arise in the investigative moments within the classroom. This reality motivates the researchers to carry out a systematic observation of the problem under study, taking advantage of the spaces generated by the university context to propose the writers' workshop as a



didactic strategy for the strengthening of textual production in the students of the first semester of the communication and writing chair at the Universidad Popular del Cesar in Valledupar.

Due to the context of the research praxis outlined by the researchers according to the topic of exploration, the method that leads the way is Participatory Action Research (PAR). Cano (1997) points out that participatory action research, more than a research activity, is an eminently educational process of self-formation and self-knowledge of reality, in which the people who belong to the community, or to the group, on whom the study falls, have a direct participation in the process of defining the research project and in the production of knowledge of their reality.

Therefore, the Participatory Action Research (PAR) method is proposed as a way of investigating and as an action that results from continuous reflection and research on reality in order to know it, transforming it in order to achieve the proposed objective. Therefore, it is considered a process of communication and feedback between the members who are part of the study, where planning, decision-making and execution of actions constitute a commitment shared by the entire team (community and research experts). (Bernal, 2010).

In this order, it is required that in the execution of the IAPs, the constructs of action and participation of the research community are implemented, determining the effectiveness of the strategies; in this particular case, writers' workshops within textual production; Considering, that students who study the first semester of their careers appropriate the constitutive knowledge of textual production, as basic competencies in their academic training that dynamize the learning process. Therefore, with this approach, it is intended that the Chair of Communication and Writing of the Universidad Popular del Cesar integrates in its programmatic contents writing skills that allow the student to promote their thinking skills to think, analyze and produce information objectively, from a process of personal introspection.

For this reason, when understanding the design and development of research, the methodology used involves the creation, imagination, presentation, expression of feelings and ideas, exhibition and support of works. In relation to the above, Kurt (1962) points out in his classic action-training research triangle three phases, starting with a diagnosis, followed by the planning of actions together with their execution, concluding with the third phase referring to the evaluation of the actions implemented, which require the permanent reflection of those involved in the research process. so that they can resize, reorient or rethink new actions in response to the findings found. (see Figure 1) It is necessary to highlight that, in the studies developed under this methodology, as Martínez (2006) points out, the subjects under investigation are authentic co-researchers, actively participating in the formulation of the problem that is going to be investigated (which will be something that affects and interests them deeply), in the information that must be obtained in this regard (which determines the entire course of the research). in the methods and techniques that will be used, in the analysis and interpretation of the data and in the decision of what to do with the results and what actions will be programmed for their future.

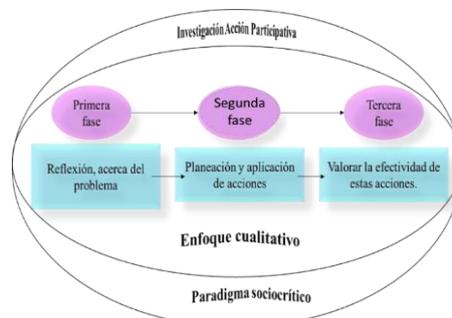


Figure 1. Phases of the research process. Source: Kurt (1962).

Eight (8) students were selected for the unit of Communication and Writing of the first semester of the Universidad Popular del CesarValledupar, directed by the researchers who belong to the Department of Pedagogy of the Faculty of Basic Sciences of Education. These were divided into four (04) from the Environmental Engineering career and four (04) from the Surgical Instrumentation career with homogeneous or specific characteristics, following the criteria of the researchers



systematized below: Students of the communication and writing chair of the first semester of the Popular University of Cesar-Valledupar, aged between 18 and 20 years.

The techniques and instruments used in the elaboration of the article was the semi-structured interview of ten open questions, which provided knowledge about the process of textual production in the first semester students of the Communication and Writing Department of the Popular University of Cesar. The pedagogical workshop was also used, recognized as a didactic tool that is used in a learning space where theory and practice are integrated with formative intentions; In the same way, it represents a space for reflection that allows the student to assess their cognitive displacement and improve their performance especially in a specific area, since through these workshops the teacher has the possibility of motivating them using inquiry to challenge them and achieve better results, another technique used was participant observation, the collection of information are relevant for action research, Participatory.

The instruments used were the field diary, the triangulation of the data obtained, supporting the characterization of the students who are part of the study, guaranteeing the purpose of the research and the checklist, was used to evaluate the implementation of the writers' workshop through the strategies of the life story texts, for the strengthening of textual production in first-semester students in the Chair of Communication and Writing of the Popular University of Cesar.

RESULTS

In this sense, the triangulation of the data was carried out, which scrutinized to validate the information compiled through the different instruments used, which provided the knowledge of the factors present in each of the sub-categories studied, looking at the results from the vision of the authors who support the study, as well as the position of the researchers; In this way, it was possible to evaluate the effectiveness of the activities and dynamics executed, corroborating the cognitive-behavioral progress of the students at the time of writing a text. Taking into account the above considerations, based on the data obtained through the implementation of the different instruments applied during the study, the information that supports the categories and subcategories is interpreted, subsequently proceeding to triangulate it with the contributions of the theories that validate the results and the respective position of the researchers on the fact evaluated, as shown below.

Table 1. Triangulation. Textual production.

Theoretical foundations	Results	Researcher's stance
<p>Cassany (2007) states that the process of textual production requires thinking and rethinking from the moment he chooses the topic, until the final product, so for the author it is essential to structure it through the adequacy, coherence and cohesion that must be taken into account throughout the student's writing practice to perform adequately. in a privileged space for the student to develop and acquire the necessary tools for the process.</p> <p>In the pre-writing stage, he relied on the postulates of Cassany (2007), when he expressed that the creation of ideas leads to a previous preparation to achieve a good</p>	<p>During the diagnosis, the difficulties of the students for the textual production were evidenced, in addition to the fear of not carrying out the activities in a pleasant way, so continuous guidance was required within the process.</p> <p>Another relevant aspect was that the lack of knowledge of the semantic, syntactic and pragmatic rules that help to write coherently what you want to communicate was shown.</p> <p>In the same way, there was a lack of knowledge of the order and sequence to construct a paragraph, the structure of a text and the use of connectors that give order and meaning to the information.</p>	<p>In this activity, as the researchers were able to observe that each student answered the interview questions, showing the lack of knowledge provided by the writing of their own text, the intention, sequence and structure through paragraphs, sentences and prepositions. The tendency marked by the majority towards free writing without their own or the teacher's demands is highlighted.</p> <p>To conclude, through this diagnosis, the researchers obtained information on the way to execute the textual production process of the students who require the education and training for the</p>

writing process, which subscribes to a previous preparation through sub-stages (contextualization planning, organization of information), where the student interacts by analyzing what he writes and plans to then relate it to brainstorming, organizing it with the equivalent structure and finally hierarchizing it.

In the writing stage, according to Cassany (2007), the student writer has the opportunity to rely on his or her own skills to solve the possible problems that arise during writing, requesting their interaction with the environment to provide a pleasant environment for the development of the activity, causing a positive impact on the content and structure of the text with the option of redoing it. The author confirms that at this stage he determines the distribution of ideas, making it necessary to start the elaboration of drafts, rewrite, analyze, revise and then proceed with the elaboration of the text.

Cassany (2014) stated that in the post-writing stage, the final product was verified according to the writing process and its adequacy.

For Roa, Pérez, Villegas and Vargas (2015), the work plan requires planning so that writers can establish a framework according to their interests with a set of actions designed to respond to the preparation, production and evaluation of the text elaborated.

Rincón (2011) states that the evaluative element as an integral part of the work plan facilitates the assessment of the results according to the objectives and the final product from a retrospective perspective, allowing the student to carry out reviews to verify the progress and quality

It was also observed the lack of knowledge about the way in which sentences are ordered within a text, not applying the grammatical rules, the logical order and sequence to be able to

Connect your main ideas with the secondary ones within what can be written.

During the implementation of the workshop, in the first activity, it was observed that the students did not know how to identify the communicative environment, making it difficult to reflect on the hierarchical information appropriate to the text.

In the following activities, the students achieved personal mastery and trusted in their previous knowledge and in the guidelines issued by the teachers, clarifying doubts about the writing process, they managed to understand the linguistic structure and the need to revise and rewrite the text to give it coherence and cohesion.

Another aspect to highlight was that they recognized the importance of the draft strategy to maintain the common thread of their ideas and to be able to carry out the first life story with coherence and meaning. However, they are a little difficult to refine a text.

In the last workshops, the motivation of the students to elaborate their life story was shown, demonstrating clarity and coherence in the writing of the paragraphs, they respected the grammatical rules, managed to maintain the common thread of their ideas, and the use of connectives allowed a writing and production of the texts with a literary style.

In the execution of the work plan, the students dispersed their doubts, making it clear how to prepare their book, and it was observed that they

writing skills that allow them to write their texts.

own texts with adequacy, coherence and cohesion.

During the development of the pedagogical workshop, the researchers were able to observe that the literal explanation of the structure of the writers' workshop, specifically in the pre-writing, the students understood that the space that is spoken of is indispensable at the time of writing, because when the writer's learning process is established, it will more easily influence the textual production, contributing to the strengthening of the skills to write one's own text.

The participation of most of the students was observed, showing interest in learning to express themselves freely through the story told.

The pedagogical workshop was oriented to provide information to the student in order to know and apply phenomenology in the life stories, in the texts that will be written, focusing on the need to plan their text from their own experience of life, as well as in the construction of his work, capturing relevant experiences that serve as a basis to inspire writing.

To evaluate the workshop, the researchers observed that the students understood the process, carried out the reflection, made the draft, applied the rules, contextualized the writing, relating it to the space where they develop.

The importance of planning for writing and validating the text was reinforced



of the textual production based on the previously established indicators

were confident in the choice of important events in the field.

The planning of the aspects of life to be developed was successful because they were able to follow a sequence of events with coherence.

In the production of the texts, the students were able to capture all the ideas in a draft, abiding by the teachings provided in the workshop, where the use of memory was fundamental and as well as the orientations given that helped to order the ideas to finish their book, confidence and self-assurance were strengthened.

The results of the rubric indicated that the students elaborated texts narrating part of the significant story of their life, developed the creativity to become the protagonists of their own story, used the prose narratives with coherence, developed the main and secondary ideas with logical and sequential order, correctly using the connectives. This was due to the fact that they used the support mechanisms to establish the rules in the production of texts, they managed to establish a relationship between the title, the cover with the communicative intention of the narrative text, therefore, the elaborated texts are prepared to participate in a literary contest.

DISCUSSION

Faced with the reality of the students of the first semester of the Chair of Communication and Writing of the Popular University of Cesar, it shows the need to strengthen the knowledge of the process of textual production, and to implement spaces for writers' workshops where the good habit of writing is cultivated, always taking into account the adequacy, coherence and cohesion of texts. To this end, it is important to implement actions aimed at training students in areas of writing knowledge through pedagogical workshops that provide them with tools to reinforce their competencies and skills to produce texts, and grant them the freedom to write by letting their creativity, initiative and imagination flow, thus strengthening not only their academic area, but also their academic skills. but also, as mentioned above, their ability to be creative, problem-solving, and self-manage their own learning process.

For the textual production process, the student developed their metacognitive skills to write and rewrite what they write, providing them with the structure of ideas and logical reflections that allow them to express opinions based on facts that can be verified, and in turn, associate them with a context that describes their reality in a coherent way with their actions. using an appropriate vocabulary in accordance with their significant experiences. This is in analogy to what was proposed by Vacas (2010), who considers that textual production as part of the writers' workshop represents a process of construction of the text where the first-semester student acquires the ability to identify his or her own construction; adequacy, coherence and cohesion. As well as identifying the adequacy, coherence and cohesion that the writing process must follow.

Writers' workshops as an alternative for renewal and pedagogical innovation are spaces where the creativity of the student is encouraged, elaborating and transforming an educational situation, to give meaning to learning through group work, respecting the particular opinions and individual points of each member, thus recognizing the legitimate right to be different. These actions generate relationships of affection that allow them to spontaneously express their point of view, without pressure or fear of being criticized. In addition, writers' workshops provide the opportunity for both



the teacher and the student to reflect on the context and integrate theory and experiences, putting knowledge into practice. (Maya, 2007).

Likewise, Cassany, et al. (2005) state that the writers' workshop is a space with a specific time, dedicated exclusively to developing and strengthening knowledge and leading students to writing practice through the application and development of writing strategies.

In this sense, in order to answer the question: What is the structure of the writers' workshop for the strengthening of textual production, in the first semester students of the Chair of Communication and Writing of the Popular University of Cesar?, three (03) pedagogical workshops were developed within the programming of the Chair of Communication and Writing coordinated by the Department of Pedagogy of the UPC called "I adapt my creation" "I elaborate my creation". draft and "I express my ideas" where information and accompaniment were provided to the students so that they could learn and apply the processes of pre-writing, writing and post-writing, respectively when writing their life stories.

These pedagogical workshops sought to train students in writing skills to produce their own texts, using a rubric as their own elaboration, which allowed describing the characteristics of a student with or without mastery of writing skills in each of the stages of the process, considering the language proficiency standards proposed by the MEN (2006).

These pedagogical workshops offered timely knowledge on how to create ideas through the contextualization, planning and organization of information, highlighting that in order to contextualize they needed to relate the content to the environment where they develop, emphasizing the need to reflect through guiding questions in order to identify the main idea of their text guiding their writing intention. Hence, the evidence of the development of these activities was reflected in the field diary that served as inputs for the respective triangulations at the level of stages of writing. The triangulated data allowed us to validate that the explanation given by the researchers to the students about the structure of the workshops was received with enthusiasm, understanding the content through theoretical-practical-experiential activities, which facilitated the strengthening of their writing and relational skills. In this sense, the information contained in the field diaries helped the researchers to obtain data on the knowledge that had to be reinforced in the students during the pedagogical workshops, so that they could master them.

These results show that, despite the fact that at the beginning of the activity the students were able to show some disagreement and resistance to actively participate in the process, they recognized the shortcomings that limited their writing, proposition and hierarchical skills; However, as they received the information, they were able to identify and use strategies that guaranteed coherence, cohesion and relevance of the text they developed, with mastery to elaborate a first version of their text attending to the structural, conceptual and linguistic requirements.

Likewise, it is evident that today's university education seeks to ensure that the professionals who emerge from the houses of study are comprehensively trained, with a development not only of their technical competencies, but also in their skills of critical thinking, decision-making, self-management, creativity, among other aspects. In this sense, promoting the practices of the structure of the writers' workshop, mastering the processes of pre-writing, writing and post-writing, is a win-win act, where the teacher will strengthen his pedagogical work in everyday life and the student will reinforce his development as a professional of the future, improving his writing skills.

Consequently, three pedagogical workshops were carried out called "I determine my story", "I produce my own text" and "I evaluate my production" where the stages of the work plan, preparation, production and evaluation were worked on, in which it was offered to aim at the students to determine the phenomenology of life stories, focusing on planning to be able to organize their ideas and identify which experiences would mark their writing process. On the other hand, it was explained that the written text had to comply with the established rules for structuring its life story in book format.

This action is in accordance with Rincón (2011), when he expressed that a work plan denotes a set of actions, oriented towards forecasting, organization, coordination of efforts, control of actions and



results, in such a way that it allows intentional reflection, reframing, technical and operational preparation to achieve or produce the desired result, decreasing the possibility of improvising. In this context, the work plan represents a strategy for the development of writing workshops, since it involves a coordinated process of actions that can improve the form, substance and content of what is written, in this case life stories, since it has a structure that governs the act of writing a text.

However, in order to evaluate the student's progress in the positions of the researchers, supported by the language proficiency standards proposed by the MEN (2006), they developed a rubric that approved validating the student's exercise in the work plan, as evidenced in the attached field diary that served as inputs for the respective triangulations of this category. Therefore, textual production integrates the procedural, cognitive and attitudinal areas with strategies that allow the student to appropriate their experience and take it in an organized way through a work plan to an academic context of greater difficulty, in order to improve their ability to write, even to give their opinion through a text that reflects their life story.

During the implementation of the writers' workshop, the researchers recognize that life stories allow students to connect with their own experiences, granting them the freedom to write without barriers or rigid structures that limit their creativity, fueling their interest in recognizing that the context they live in is important to build their knowledge; Beyond automatically reproducing knowledge, these types of writings encourage them to be authentic and reflect in order to appropriate their learning process. Taking into account this scaffolding, it can be evidenced that when an organized process is carried out with a defined objective aimed at strengthening the writing skills of students through an academic program, it is possible to strengthen the self-regulation of learning and their active participation as the protagonist of their work.

Thus, in search of strengthening the creativity of the students who are part of the object of study, the process was oriented at all times so that they could make their own text within the framework of the writers' workshop, working their proactivity to encourage them towards the development of divergent thinking with the ability to elaborate their first book with a critical judgment. Consequently, when teachers propose to use innovative training strategies in their pedagogical work, they add value to higher education, giving relevance to meaningful learning that provides a tangible product to the community, where the student is motivated to be fully trained in any profession they decide to exercise, building their knowledge and skills. as the tools that will accompany you throughout your professional life.

These achievements coincide with De La Torre (2010), who stated that the application of writing workshops with life stories contemplates the implementation of a set of necessary rules and provisions that optimizes the teaching-learning process. Based on this, according to Jolibert (2006), one of the ways to build culture through the written area is to capture ideas with real experiences, and not through exercises or words that are located outside the context. Therefore, during the process of implementing the didactic strategy led by the writing workshops, it is necessary to have a structure that contemplates the stages of writing and a work plan aligned with the textual production process, in such a way that the initial skills of the students are reinforced with preparatory exercises where the progressive moments of the activities are taken into account until the culmination of the final product.

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