

Social representations of writing in basic education, in the areas of mathematics, social sciences and Spanish language



Representaciones sociales de la escritura en educación básica, en las áreas del conocimiento de matemáticas, ciencias sociales y lengua castellana

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ABSTRACT

The present research entitled social representations of writing in basic education, in the areas of knowledge of mathematics, social sciences and Spanish language focuses on identifying and understanding the social representations of writing in basic education in mathematics, social sciences and Spanish language, based on three categories: Writing, Practices and social representations, allow the recognition of endogenous and exogenous factors of responsibility in the process of reading and writing that favors the cognition of the student body, recognizing which are the structural components that can generate dynamic strategies that strengthen and enrich the teaching and learning processes.

Key words: social representations, practices, transformation and curriculum.

RESUMEN

La presente investigación titulada representaciones sociales de la escritura en educación básica, en las áreas del

conocimiento de matemáticas, ciencias sociales y lengua castellana se centra en identificar y comprender las representaciones sociales de la escritura en educación básica en matemáticas, ciencias sociales y lengua castellana, fundamentado bajo tres categorías: la Escritura las Prácticas y las representaciones sociales, permiten el reconocimiento de factores endógenos y exógenos de responsabilidad en el proceso de lecto escritura que favorece la cognición del estudiantado, reconociendo cuales son los componentes estructurales que pueden generar estrategias dinámicas que fortalecen y enriquecen los procesos de enseñanza aprendizaje.

Palabras clave: representaciones sociales, prácticas, transformación y currículo.

Introduction

According to Kocatepe, M. (2021), one of the great global shortcomings is established in how to reconceptualize the notion of finding information and also in how students construct information while reading and writing, for the research conducted this particular aspect is given when it is required to listen to teachers about endogenous and exogenous phenomena of the classroom, which from the different areas of knowledge recognize the difficulties that are established in the educational scenario; arguments such as "students do not know how to write, do not know how to take dictations, do not know how to make inquiries and have serious spelling problems", generating the following questions: What do Spanish language teachers do with respect to this problem?, What are the teaching strategies used by the Spanish language teachers responsible for this problem? Why don't they do a real teaching of spelling rules so that students learn to write better? These questions suggest that they are not involved in the teaching of writing from their different disciplinary areas.

This observed phenomenon deserves a development and a work bet as stated by Dellisse, S., Dumay, X., Galand, B., Dupriez, V., Dufays, J. L., Coertjens, L., ... & Penneman, J. (2020) aspects such as integrity and literacy become elements that facilitate reading comprehension, each actor is key in the formative process, teachers of the different areas of knowledge believe they have no incidence and responsibility in the process of teaching writing, the project is focused under the following objective "to identify the social representations of writing in basic education, in the areas of knowledge of mathematics, social sciences and Spanish language". Research carried out during the last decade coincides in pointing out that, when students enter higher education, they show great deficiencies, both in the comprehension and writing of academic texts (Bono & De la Barrera, 1998; Becerra, 1999; Narvaja de Arnoux, Di Stefano & Pereira, 2002; Carlino, 2003, 2006, among others); Carlino, 2003, 2006, among others), for this reason, it is necessary to approach the problems from all school environments, and from the very practices of the teachers of the different areas of knowledge, not only as specialists in the area, but also as protagonists of the learning process of writing., Filges, T., Seerup, J. K., Klokke, R. H., Viinholt, B. C., Bøg, M., & Eiberg, M. (2021), the effort that teachers develop with the Specific School Interventions to improve reading and mathematics for students with or at risk of having academic difficulties, the investigative bet arises due to the concern for the difficulties that elementary and middle school students have in their writing processes, and how these upon entering university are faced with academic writing, which they do not know; added to this, it is common to hear teachers from different areas of knowledge making assertions such as: "students do not know how to write, do not know how to take notes, do not know how to construct new information, do not know how to make inquiries and have serious spelling problems", for which they ask: what do teachers of Spanish language do with respect to this problem?, What are the teaching strategies used by the Spanish language teachers responsible for this problem, questions that from their perspectives make them alien to the teaching of writing in their different areas of knowledge, in this sense, the different representations they have of the teaching of writing and its didactic action are being created.

On the other hand Carlino (2009), recognizes how the teaching work must change the legacy of remedying the deficit in reading and writing of students, where the poor quality of learning teaches how professional and disciplinary competencies are oriented, binding aspects of students and graduates, its associated value is a generator of academic spaces that recognize the appropriate model to improve the results

obtained, the study carried out is established with the collaboration of teachers in three educational institutions in the city of Ibagué (Tolima) Colombia, the Santa Teresa de Jesús Educational Institution, José Celestino Mutis Educational Institution and the Antonio Nariño Educational Institution, seeking the understanding and identification of the social representations and practices of writing in basic education, in the areas of knowledge of mathematics, social sciences and Spanish language.

From this context, the findings of a research conducted at the Universidad Abierta Interamericana, Argentina, by Rotstein and Bollasina, (2010), on the role of writing in teaching performance, make an approach of the conceptions and practices of writing put into play by middle level teachers in their classes, allowing the reconstruction of experiences, contexts, behaviors, perceptions and assessments from the perspective of the actor, giving evidence of the need to see writing as a curricular development in the different disciplines in an interdisciplinary manner, with each area of knowledge being a fundamental actor to develop writing.

Regarding the difficulties presented by students in academic writing, researchers such as: Lerner, (1999); Jurado, (2012); Castelló, (2008); Camps, (2003); Ferreiro, (2013) and Carlino, (2009); among others, who have formulated important contributions aimed at guiding the actions to be followed to overcome the limitations that students present when facing writing, taking into account that many of the methodologies and strategies used by teachers have been reduced to the activist plane that in a hurry to apply or execute strategies in pedagogical practice, forgetting that a deep theoretical foundation and reflection is necessary, not individualized but collective, not sectorized by areas of knowledge but transversalized that aims at the reconstruction of thought, which implies a maximum cognitive and social action. In this sense, "Writing is a powerful instrument in the empowerment of thought, as it implies a very fine reasoning and a way of acting through words" (Jurado Fabio, 2009) ,it is an autonomous social practice and as long as it is visualized as a communicative act of transformation, which requires time and dedication, that begins before its composition and ends in the representation of ideas making the intangible tangible, with a real relationship in the transformation of thought.

Authors such as Coll, (1996); Tezanos, (1985, 2006); Restrepo, (1996, 2003); Wittrock, (1997), allow the existence of a dialogue of actors where teachers are

immersed in a battlefield with their external work, which does not allow them to visualize the problems of education in the classroom, the focus on practice as a research problem is an important perspective in the construction of meaning in the classroom, since it implies overcoming the role of the teacher as a transmitter of knowledge. In the school environment, the construction of practical knowledge about the teacher's work is a topic of great interest, as well as identifying the social representations [hereinafter SR] they have about their profession, which affects their practices in the classroom and in the school institution (Mazzitelli, Claudia; Aguilar, Susana; Guirao, Ana María; Olivera, Adela) (2009), for which, Di Stefano states that social representations result "legible in, or inferable from, diverse supports (Linguistic, behavioral, material), and that they constitute a socially elaborated and shared form of knowledge" (Jodelet quoted by Di Stefano, 1989). Thus, social representations are thoughts that arise in contexts determined by the exchange between subjects or "agents", who are part of a social reality (Moscovici, 1979).

However, there are studies that specify the relationship between learning and reading and writing skills for Colognesi, S., & Niwese, M. (2020), it is crucial the performance of systemic changes of brought, as writing improves the exploration relationship and this strengthens the knowledge, its value for literature, language and student performance in the classroom, the great purpose of the research conducted is how the writing practices have an important function to solve daily life situations in the short, medium and long term, in addition to allowing the subject to develop skills in the academic and later professional field, because writing is not a simple motor act, but an intellectual activity that involves processes such as planning, organization of ideas, reflections to process and capture on paper, in this cognitive process a wide range of linguistic knowledge is revealed, such as the syntactic organization of sentences, a lexicon and appropriate spelling, and most importantly, to generate pleasure when writing.

A component in which the work establishes its value is how writing provides a level of understanding, from how the individual regulates its corresponding aspects, for Kayaalp, F., Meral, E., & NAMLI, Z. (2021) there is a value to contribute, how the reading and writing is self-regulated, how this reaches a recognition on the aspects of performance, for the research the study of the same relates the problems presented by the students when producing written texts, taking into account the academic practices of the subject of Spanish and the different areas of knowledge, where it is assumed, it

should focus on a joint work that allows the student to overcome the difficulties caused by the access to new knowledge with the support of teachers. The act of writing goes beyond the mastery of a graphic code, since the student must have the ability to compose and write coherently a written text in each of the areas of knowledge, taking into account that the responsibility for writing belongs to the school, and it is there where skills are generated that allow access to the mastery of writing of different types and degrees of complexity. The sacralization of writing in our culture, and the idea that those who write well live in a state of grace, turn it into a real mystery for students and a serious obstacle to develop writing practices in accordance with the processes they really imply. Ortiz, E. (2011).

The research carried out allows identifying and understanding social representations and writing practices in basic education, in the areas of mathematics, social sciences and Spanish language, first identifying the writing practices carried out by teachers in the areas of mathematics, social sciences and Spanish language. By analyzing the social representations of mathematics, social sciences and Spanish language teachers about writing, it is possible to establish relationships between social representations and writing practices of teachers in the areas of mathematics, social sciences and Spanish language.

Research carried out during the last decade coincides in pointing out that, when students enter higher education, they show great deficiencies, both in the comprehension and in the writing of academic texts (Bono & De la Barrera, 1998; Becerra, 1999; Narvaja de Arnoux, Di Stefano & Pereira, 2002; Carlino, 2003, 2006, among others). Pereira, 2002; Carlino, 2003, 2006, among others); for this reason, it is necessary to address the problems from all school environments, and from the very practices of teachers of the different areas of knowledge, not only as specialists in the area, but also as protagonists of the learning process of writing. According to Juana Marinkovich and Juan Salazar in their research entitled "Social representations on the academic writing process: the case of the thesis in a history degree", they support the need to know in depth what conceptions or what social representations teachers and students show about this academic literacy process; how they conceive the academic writing process or what discursive genres they should write.

For his part, Carlino, P. (2020), it should be recognized what the problem is that the results of reading and writing are deficient, that value added to the model, who is responsible for this process, or simply is not to seek responsibility but to assume it, for Leyva, E. M. R. (2020) there are scenarios that facilitate understanding, environments that enable creativity and innovation, each one reflects how good practices can be associated with the promotion of reading and writing. (2020) there are scenarios that facilitate understanding, environments that enable creativity and innovation, each one reflects how good practices can be associated with the promotion of reading and writing, which focuses its reference on the "Representations about writing and ways of teaching it in North American universities", whose analysis of the documentation is oriented from two perspectives: (a) the representations they hold about writing, its learning and teaching, together with the theoretical foundations on which they are based, and (b) the institutional channels created to teach writing at the university, based on a categorizing strategy of the data, which is contextualized by identifying the syntagmatic relationships (by contiguity) between the different elements of each teaching practice identified.

The study conducted raises the 3 major categories of work, writing, practices and social representations, therefore, for the category of Writing will be based on theorists such as: Lerner, (1999); Jurado, (2012); Castelló, (2008); Camps, (2003); Ferreiro, (2013) and Carlino; (2009), for the category of Practices: Rodríguez, Bourdieu, De Tezano, (2007), and For the categories of social representations: Moscovici, (1982); Jodelet, (1986); Abric, (2001).

Since ancient times writing has had different moments, such as the recognition of letters, the relationship of letters with sounds, the combination of letters, the recognition of the alphabet, the recognition of syllables, the spelling of each of its letters, until the use of the word, This later gave rise to the so called scribes and calligraphers, defenders of the practice of writing, who allowed a simplified writing to be imposed in the school environment, with a personal stroke and a shorter and simpler learning of a language previously subjected to a process of standardization and orthographic monetization (Viñao, 1988). In this sense, when writing has been seen at school as an abstract tool independent of relations and with evaluative and non-communicative purposes, where it does not matter what it communicates, how it communicates, for what it communicates, the written culture is made to participate, leading to the assumption of assuming a cultural heritage that involves the exercise of

diverse operations with texts and the putting into action of knowledge about the relations between texts and their context (Lerner, 1999). It is there where students are subjected to a culture of the written, for the written from the mechanical, focusing its importance on the writing of the consultation task, the transcription of a text to another, the so devoted summaries and the infallible dictation, aspects that do not let the voice of the writer that each one carries inside come out. Therefore, it is necessary to search for students to adopt a position regarding the topics they write about, that is, to build their own voice and reflect it or transfer it to the text, an important aspect to start the transformation of thought (Castelló, Corcelles, Iñesta, Bañales, & Vega, 2011). Vega, 2011).

Writing no longer needs to be an object but a control in the processes of planning, textualization and revision, learning links for the transformation of knowledge, learning to write implies creating a network of relationships with others through the use of written language; the demands that situations pose lead to the need to acquire knowledge in the interaction with the teacher, with peers, with the natural and social environment (Camps, 2003). (Camps, 2003). words (Jurado Fabio, 2009, Volume 2, Number 1), is an autonomous social practice and to the extent that it is visualized as a communicative act of transformation, which requires time and dedication, which begins before its composition and ends in the representation of ideas making the intangible tangible, whose real relationship is the transformation of thought. The practices have been intertwined in an evaluative mechanism that is based on the acquisition of knowledge from the different themes which measure the good or bad in the teaching process, which are reflected in SABER and PISA tests, which in addition to evaluating the knowledge of students, evaluate teachers who are put on the wall of stoning in search of a culprit.

The processes of critical reflection, necessarily present in practice, play a preponderant role in order to fully understand the meaning and significance of the teaching profession. Writing is the mediator and natural expression of these reflective processes. These are the basic conditions to make teachers true producers of pedagogical knowledge. (De Tezanos, 2007), writing should be conceived as an academic practice that allows establishing reflective relationships with the environment by appealing to the discourse among peers, without any prevalence against the different areas of knowledge, hence, one of the key aspects in the process of construction of pedagogical knowledge is the writing of the teachers' practice. It is

there where reflection is articulated with the basic theories, to produce a resignification of the concepts, whether they come from the tradition of teaching or from the different disciplinary horizons linked to it. It can be affirmed that, if the teacher teaches so that the students learn based on the contents, without being clear whether his practice aims at learning or at knowing, then it would be necessary for the teacher to have the capacity to implement a critical review of his cultural patterns, his world views and his own processes of change. That is to say, to establish a permanent relationship between critical coexistence in mutual respect, collaborative work, listening to others in their differences, the search for their own and collective achievements, beyond those imposed by the official (dominant) culture, responsibility for the commitments they assume (De Tezanos, 2007).

According to Durkheim, (2000) he uses the concept of social representations to analyze a type of phenomena that have their origin in the web of social relations established by individuals in a society and points out that collective representations are "realities [that] maintain intimate relations with their substratum [and whose] autonomy can only be relative" (p. 48). 48) that constitute, therefore, social facts that surpass and impose themselves on the individual, since individual properties, when added in the collectivity, lose their specificity and become eminently social phenomena. Social representation is a particular modality of knowledge, whose function is the elaboration of behaviors and communication between individuals, being an organized corpus of knowledge and one of the psychic activities thanks to which men make physical and social reality intelligible, integrate themselves in a group or in a daily relationship of exchanges, release the powers of their imagination. (Moscovici, 1979), thus allowing and originating exchanges in the communication of the social group.

Social representations are expressed as both process and content. As process, they refer to the ways in which knowledge is acquired and communicated; this process involves the role played by the different media in the creation, transmission and reproduction of symbolic forms. As content, social representations are manifested through three dimensions: attitude, information and field of representation (Araya, 2002 & Ibáñez, 1994). The first of these refers to the affective aspect of the representation, which implies a positive or negative evaluation of the represented object. Information refers to the forms of explanation that the agent possesses about the object, which may vary depending on the quality and type of information

possessed, as well as the degree of precision of this information. Finally, the field of representation is defined as the way in which the various elements that structure it are organized, which includes the specification of its figurative or central core and its peripheral elements (Abric, 2001b).

Within the theory of social representations it can be understood that this spontaneous or naive knowledge is constituted from one's own experience, but also from the information, knowledge and models of thought that are received and transmitted through tradition, education and social communication, since it is somehow accepted that this knowledge is socially elaborated and shared, to explain and understand the everyday world having the characteristics of a practical knowledge, i.e. it participates in the social construction of its reality (Jodelet, 1986). Therefore, the teacher acts and influences the community according to his beliefs, actions and opinions acquired throughout his historical, social and cultural context in an unconscious way, since his reality is based on the reality of others who have influenced and endowed his social reality, produced by the experience of daily life and managed by common sense, this makes him elaborate and reelaborate his classroom activities in practice according to what he considers should be established within his teaching parameters.

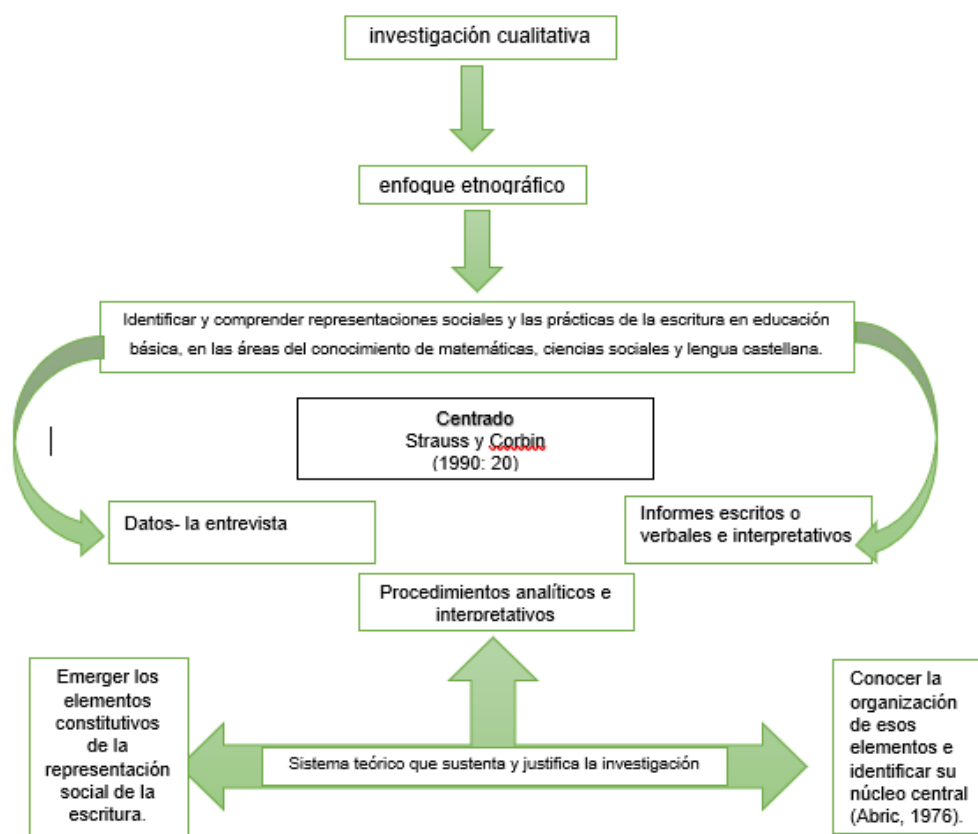
Abric, (1976) cited in Doise, et al., (2005) pointed out that one of the functions of social representations is that they guide behaviors and practices and produce a system of anticipations and expectations; for this reason, it is one of the elements at the basis of social practices. We can affirm that the social representations that the agent possesses about the infinite number of objects that surround him/her make up a segment of his/her habitus; by fulfilling a guiding function of social practices, representations guide the actions that an agent performs in relation to reading and writing.

Materials and methods

The methodological line is located within the framework of qualitative research with an ethnographic approach, allowing the identification and emergence of the constituent elements of the social representation of writing, in order to make known the organization of these elements and identify its central core (Abric, 1976), so as to highlight the general objective of this project by "identifying and understanding the social representations of writing, from different areas of knowledge". For Marshall and

Rossmann (1999: 2, 7-8) qualitative research is pragmatic, interpretative and grounded in people's experience.

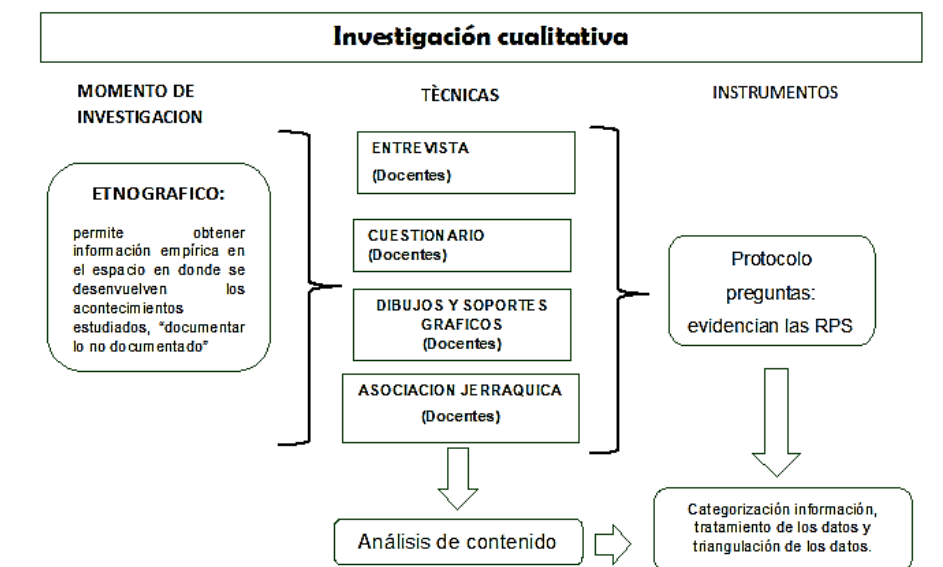
Figure 1. Qualitative research



Source: researcher

For Javier Murillo and Chyntia Martínez. (2010:7) who argue that "Educational ethnography deals with those topics that can be considered as soft, or subjective in quantitative research, focuses on discovering what happens there on a daily basis by providing significant data, in the most descriptive way possible, in order to interpret them and then understand and intervene appropriately in that particular reality of each classroom. For this, it is necessary to carry out, during long periods of time, a direct observation in the daily teaching activity that allows the collection of detailed records and the realization of interviews, review of materials and after this, the result that will be obtained is a great "photograph" of the studied process that, together with theoretical references, help to explain the processes of the studied school practice".

Figure 2. Methodological table



Results

Ethnography is not a simple technique but a methodological strategy that allows obtaining empirical information in the space where the studied events take place, "documenting the undocumented", thus allowing a qualitative elaboration of the studied school context; its results in a text that densely describes the specificity of the place (Rockwell 1994). According to this (table1), it is observed how the interviewees describe through their drawing what the writing represents, and how from the different objects such as: pencil, hand, notebooks or books, stairs, light bulbs, pens; feelings from the representation of ideas or thoughts with hearts, hugs, longing with places and participants as people, comply with the action of writing, thus allowing the graphics to account for a map of social interpersonal relationships. Let us see (Table 1):

Table 1. Description support graphics representation of the writing

QUESTION 1 y 2	DESCRIPTION OF THE IMAGE (DRAWING)	NARRATION INTERVIEWEE (VERBALIZATION)
1. Describe through a drawing what the writing represents for you.	A house, fireplace, road, two cows, trees, mountains and a lake with a duck. (farm).	In the drawing I drew from my soul the memory of my childhood and adolescence in the family farm, the nostalgia of the walks to the countryside, the freshly milked milk, the juices in the lake surrounded by animals, breathing fresh air, waiting for delicious lunches flavored with firewood and sleeping to the sound of crickets and cicadas.
	hand, pencil, notebook.	With drawing I express the ability that all human beings have to express something, in a time, place and moment.
2. Narrate what I draw.	A map of ideas: in the center is a book, in the first part there is a happy face with a cloud and a light bulb, in the second a face looking at a book with some figures and a pencil, in the third an arrow that leads to a	Initially I drew a person with an idea (one that represents a person), then I drew an arrow pointing to another person that represents an idea, in a stone that idea is represented by drawings, hieroglyphics, symbols; then I drew an arrow pointing to a person reading a book, then another arrow indicating a person thinking about new knowledge, followed by another

book, in the fourth an arrow that focuses on a face that has a cloud and in the cloud there are some letters, some numbers, an atom, a pipette, a pencil and a person running, in the fourth a date that leads to a woman's face with a cloud and a light bulb, in the sixth an arrow that returns to a book and in the seventh an arrow that leads to the sign of infinity arriving again to the number one where there is a face with a cloud and the question mark.

a child thinking.

a girl writing.

A person sitting, in front of him is a sheet of paper on which he is writing

arrow pointing to someone thinking, then I drew another arrow pointing to the book and finally an arrow pointing to a person who has an idea; all this in the form of infinity.

Meaning: faces with ideas: -to me they signify the initial process of writing.

The stone and the book: -Represents the means by which the initial idea is organized, structured and made known.

The arrows: -mean to me the process required to write and the impact on humanity.

Infinity: - for me writing is a process that has stages and at the same time evolves.

To write is to capture what I imagine.

For me, writing is a system of graphic representation of a language. (drawings, numbers, letters, symbols).

A student thinks of a heart, put is very much in love and then begins to write

and drawing a vignette that indicates that he is thinking with a heart in the center, on the right side of the drawing is enlarged the image that allows you to see what he is writing and there he says "love is when a person".

about what it means to be in love, at least for him.

A person climbing the stairs and at the top of the stairs a hand with a pencil.

There are infinite definitions of reading that represent the hand with the pencil, through these infinite readings, we define our writing; to which without fear of being wrong I would define the decisions I have made in my life.

A picture divided into four parts can be seen: in the first frame the drawing of a light bulb, in the second frame two hearts joined by a rainbow, in the third frame two feathers with writing symbols and in

The meaning of the objects that I draw in relation to writing is that the ideas in synchrony with emotions and feelings through a process of organization and using a style, help to generate a structure that accompanies the elements of communication and coding through graphemes, we can give or find as a result the writing without leaving aside the

the fourth frame two
other colored feathers.

creativity, coherence and textual
cohesion.

A child sitting writing on
a sheet of paper and a
cloud representing his
thoughts in the center
draws a heart.

Through the letter, a child is expressing
his or her feelings. Sometimes it is better
to write than to talk directly to the other
person.

a ladder, on the first step
a face thinking and
talking, on the second
step a written sheet, with
a light bulb and a pencil,
on the third step two
people one with a cloud
and a question mark and
the other with a cloud
and a good sign, on the
third step a written sheet
with an exclamation and
question mark, on the
fourth step glasses with
eyes and mouth and on
the last step a written

The drawing represents the writing
process, in which peer interaction plays
an important role in both expanding ideas
and providing feedback on each other's
work.

sheet with yellow lines
around it.

A girl hugging a pencil.

The girl is a person full of feelings and many ideas and knowledge. She is happy because capturing what is in her is sensational. The pencil is by the girl's side because it is the tool she uses to recreate her real and imaginary world.

A pen.

Writing is a form of evasion and recreation of reality. As writers we can create and recreate new worlds, evade reality to understand it in other ways and transform it.

A tributary with three
streams.

The drawing consists of 3 tributaries of equal importance, the first is represented in Paulo Freire's emancipatory literacy, the second tributary focuses on socialization and the transformation that occurs through it and finally the third tributary signifies the practice and effort needed to achieve this writing function. These three tributaries feed a nucleus that represents the importance of writing as: emancipation, literacy, transformation, cohesion and social construction through this discursive method.

Magnifying glass, pencil.

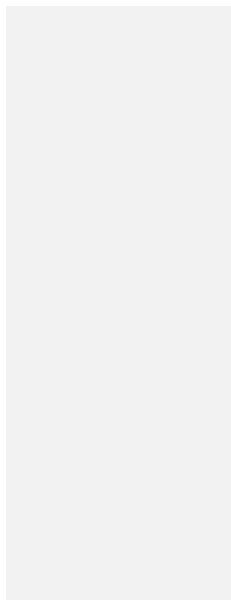
In the drawing there is a magnifying glass that indicates the details--- a good observer to be able to describe the details... and also the rereading to know if what I wanted to express corresponds to what I wrote...

Child, pencil.

As we all know writing is a system of graphic representation of a language, by means of signs drawn or engraved on a support. In the graph wants to express that to be able to as there are different modes of symbology as writing.

Woman, park, library, pencil, books, globe.

Draw a woman representing the writer. She is in a park or in an outdoor area, since the writing process, whether fiction or not, must be nourished by that reality, and therefore not be detached from that context. Also, next to the writer is a library, which is divided at the top, where we find a pencil and an agenda to capture those ideas, drafts and so on. In the middle part we find some books, since a good writer must be a good reader and finally we find in the lower part a globe, because writing allows us to know and travel to other realities. Finally, from the writer some clouds emerge which have different representations of what writing



source own creation

is, understanding it as a process that requires different phases or elements. Therefore, at the moment of writing, it is necessary to take into account the structure with which we will divide the text, what purpose we have or what we seek to make known. It is also important to keep in mind the reader and the rhetorical awareness of what we write, to constantly review the text and create knowledge.

The answers to the question focused on the description of the drawings, shows the contact that each of the teachers have had with writing and how from their social representations they have provided them with meaning, so they can be grouped as follows: writing/love, hand-pencil-notebook/skill, thought/imagination, writing/system, subject-writing/feeling hand-pencil/decision, ideas-thought/emotion-feeling, letter/feeling, person-pencil/feelings-ideas-knowledge, pen/recreation reality, this figurative dimension points to the core of social representation, from performing "a translation of a concept into image" (Moscovici, 2007:9), which is extended as a message easily communicated and understood.

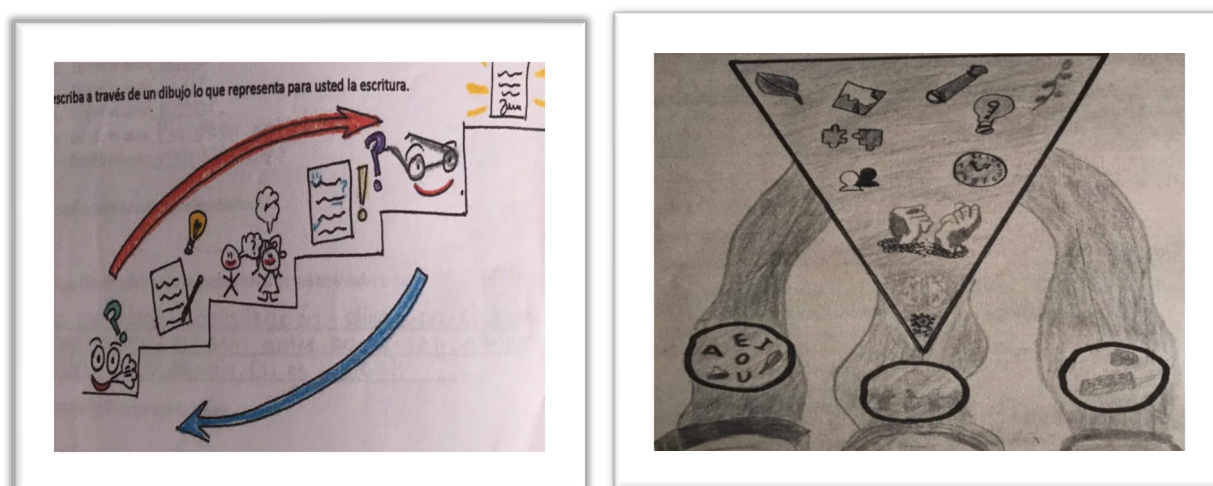
Figure 3. Graphical and verbal aspects



Source: Own creation

The intention of highlighting the verbal and graphic aspects made it possible to identify and analyze the social representations that teachers show in relation to writing, accounting for the social space experienced, and at the same time, for a map of relationships that translates into the configuration of a certain social identity. (Seidmann, Susana 2013)

Figure 4. Social presentations by teachers



Source: Own creation

The images show the lived social space, and at the same time, a map of relationships that translates into the configuration of a certain social identity. (Seidmann, Susana 2013).

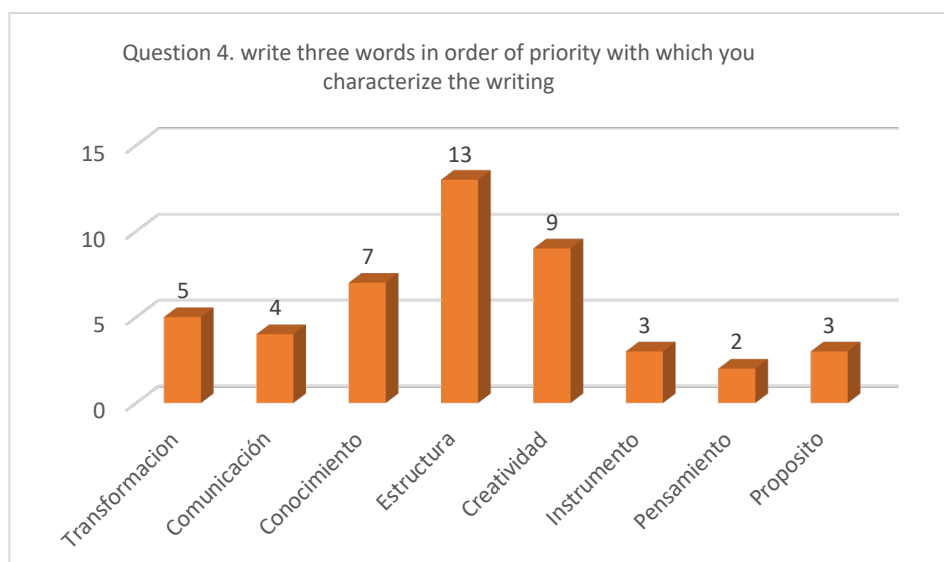
AREA OF KNOWLEDGE	The script is.....
MATHEMATICS	• It is the most complex mental process that human beings can develop. • It requires communication skills. • To be able to express what you think. • To express ideas about a topic. • To express on a sheet of paper what I feel or think about something, be it an object, landscapes or a person, by means of writing or symbols. • To express in words the ideas that come to my mind, keeping in mind that it must be understandable to any reader. • The meaning of writing is to bring out the truths of dreams. • It is a way of life, a therapy to keep on living. The need to share what you feel, whether through poetry or storytelling, writing offers you the possibility to express yourself freely in another way.

SOCIALS	• It is a pleasure in which thoughts, memories, stories, dreams and real or imaginary knowledge are encoded. • It is the interweaving of knowing with dreaming and desiring, writing develops mental and physical skills, as well as motor and sensory abilities. • It is to represent ideas, words, numbers, even musical notes through letters and other graphic signs. • I believe that writing goes beyond the traditional image that has been given to it, that is, considering it as a motor and fantasy act. In my opinion, writing is a process where 3 fundamental paths must be taken into account; reading, transformation and construction from an investigative process. • Writing is an "octopus that devours thoughts" is a process that requires cognitive, cultural, social and involves the whole body. Likewise, being a process consists of several elements such as rhetorical awareness, taking into account the reader, the epistemic potential of writing, planning and revision of the text, among other aspects.

CASTELLANO

- A complex process that involves imagination, knowledge, reading, creativity, and command of the language in which it is written.
- It is a process that occurs when ideas are expressed in written words and in an organized manner, responding to its structure, spelling and elements that contribute to its understanding and communication processes.
- It is to capture our thoughts, feelings and emotions.
- It is a process that thrives on exploration, socialization and questioning to make it a meaningful activity.
- It is to let yourself be carried away by your feelings, by what you think and capture it on a sheet of paper or on different planes. It is to enter the world of imagination and creativity. It is to relax, to unburden oneself, to express in a way that the mind and soul can open, creating with words, a world different from the one we live in every day. It is to be able to transmit to the reader, all that we carry in the depths of our being.
- It is a process in which we let our feelings and thoughts take a course and reach the most unexpected corners. Writing is creating a universe of possibilities where the most absurd, for some, can be the most wonderful for others.

Figure 1. Hierarchy and characterization of writing for teachers



From the analysis it can be observed that, out of 46 words written by teachers, who in order of priority characterize a piece of writing, it was found that the structure is considered a priority in 13 of the categorized answers, 9 of the words prioritize creativity, 7 of the words prioritize knowledge, 5 prioritize transformation, 4 prioritize communication, 3 prioritize instrument and purpose and finally 2 prioritize thought. In this sense, the writing process, according to the teachers' answers, prioritizes its structure with knowledge and creativity, managing to incorporate it into the culture of writing, which is the reason why teachers take care of teaching their practices according to their social representations of writing. It is worth noting that for teachers, writing requires a process that has a purpose and leads to its transformation. On the other hand, to the question "Is writing like (write five metaphors in hierarchical order)? The teachers responded as follows, see Table 3:

Table 2. Metaphors hierarchical order

Writing is like:(hierarchical order metaphors)

area of knowledge	TEACHERS	Reply
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SOCIALS	S1	transforming-dreaming-melting candle-sprouting seed-dialoguing
	S2	Make yourself heard-drive change-share ideas-free yourself-form expression.
	S3	illuminate-dream-love-seduce-shine.
	S4	compose-write-plot-plot-express-expose
	S5	fly-imagine-float-jump-run
	S6	molding-caressing-illuminating-dreaming
MATHEMATICS	M1	release-dream-walk-paint-build
	M2	inspiration-dreaming-connection-rebirth-immortality
	M3	to shape-to make known-to make understandable-to fly-
	M4	flying-walking-thinking-reading-singing-writing
	M5	imagine-dream-plan-planning-in-love-dream
	M6	dream-imagine-propose-organize-think
CASTELLANO	C1	dream-imagine-meet-know-desire-travel
	C2	live-dream-create-write-teleport
	C3	fly-travel-drowning-can-me-me-know-you-matter-photograph-me.
	C4	dream-live-struggle-plan solutions-manifest yourself
	C5	liberate-build-dream-sing-sing-paint
	C6	imagine-innovate-plasmar-dream

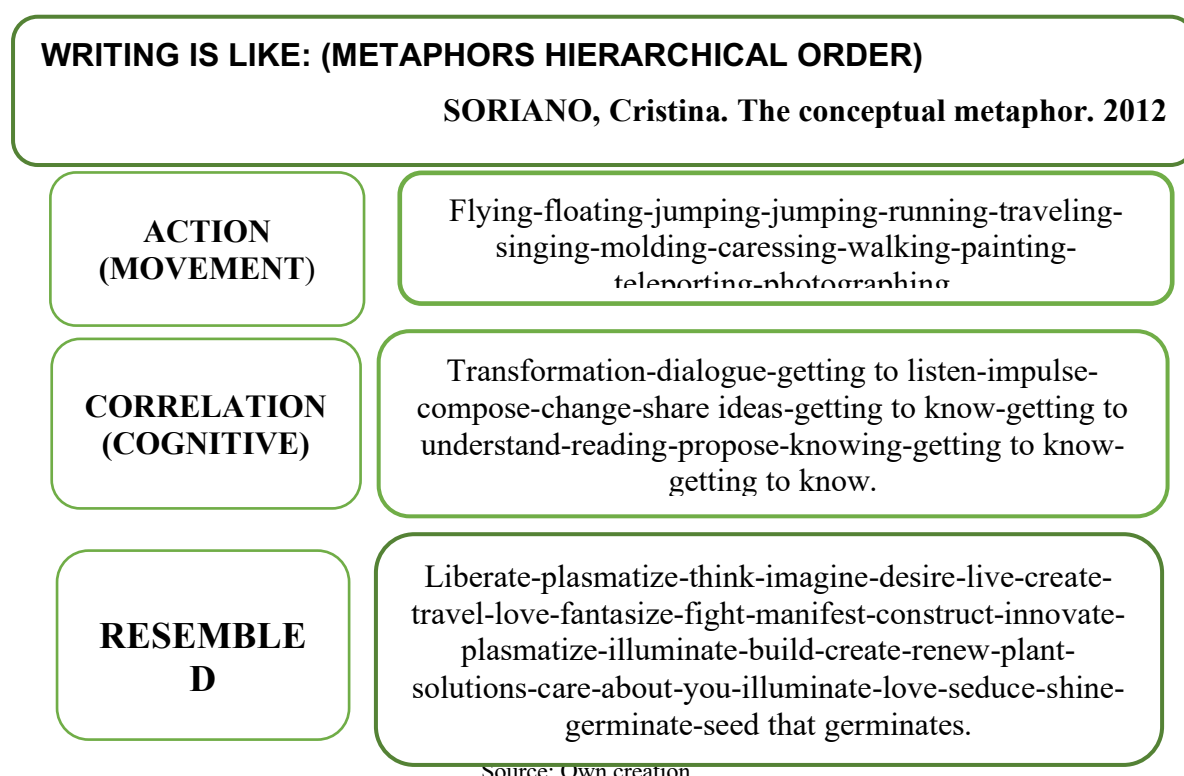
Source: Own creation

In this sense, Cristina Soriano's research on conceptual metaphor argues that this "is a phenomenon of cognition in which a semantic area or domain is conceptually represented in terms of another. This means that we use our knowledge of a conceptual field, usually concrete or close to physical experience, to structure another field that is usually more abstract".

As shown in graph 3, we find that the representation reflected on writing is associated with three criteria: those of action or movement, those of correlation or the systematic co-occurrence of two domains in our interaction with the world, and the perishable that refers to certain common features that we ourselves construct or impose when perceiving them (Soriano Cristino 2012: p.96-97), whose cognitive, social, evaluative

and affective categories allow us to respond to the innumerable ways of seeing the writing process.

Figure 5. Writing is like: (metaphors hierarchical order).

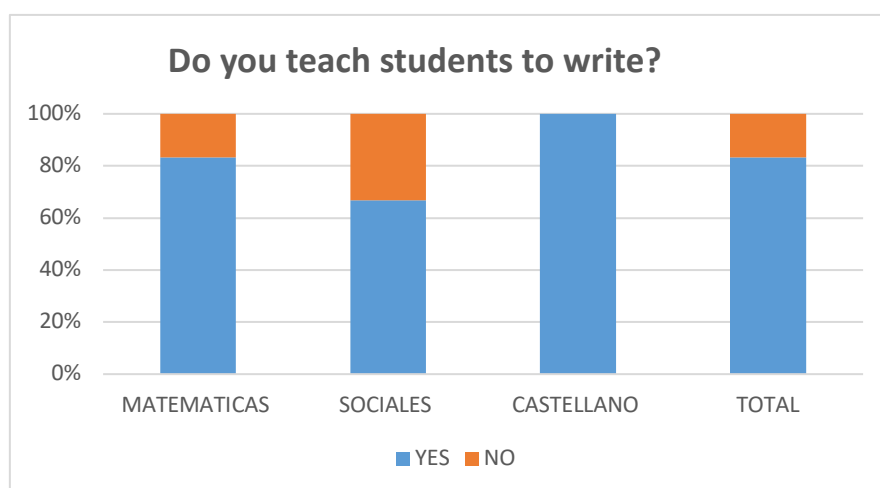


Something similar occurs with the criterion called "similar", here it is observed that teachers consider writing as a system of liberation, construction, illumination, rebirth, germination, etc., directly generating a social representation, which in turn is related to the manifestation of their knowledge, whose mechanism is transformed into reflexive acts that transcend from a structural decoding to the registration of concepts that identify writing as a transformation of knowledge whose process is identified in words such as: germination, planning, construction and innovation (Figure 7).

When describing the social representations that teachers have of writing (Figure 7), it is highlighted what is implicit in the words that validate the importance of the act of writing, which goes beyond, since it is considered an act of illumination that requires skills to achieve the "transformation" of knowledge and it is recognized that this requires a process that is "building" as it is manifested through a communicative action.

Source: own creation

Chart 1. Identification of the writing practices carried out by teachers of the different areas of knowledge.



Graph 2. responds to the question "Do you teach students to write?", where 83% of the teachers answer affirmatively to the question and 17% negatively. Moreover, when asked how they do it, they open up their didactic actions regarding teaching and the social representations they have of it, since they give answers such as:

S1: in the class process, in textual production we give basic techniques.

S2: Students relate their context or elements of their environment when writing from a critical perspective. In addition, they see writing as a process, not as something supernatural.

M1: Through dialogue essays depending on the area of transversality that corresponds to me and the subject matter.

M2: In the context of each person, information is generated to a great extent. Hence, the practical logic takes essence and through this logic, the person must take notes of his own interest, to build his path.

C1: students are given different topics, they choose one according to their needs.

to their liking, the first effort is focused on their writing and thereafter the text is shaped.

C2: brainstorming, socialization, discussion, drafting, peer review, feedback, editing, publication.

Discussion

From the criterion of action or movement, teachers give meaning to writing when they consider that the act of writing is a process of liberation in which they allow themselves to activate their senses, such as: Flying-floating-jumping-running-traveling-singing-singing-molding-caressing-walking-painting-teleporting-photographing: Flying-floating-jumping-jumping-running-traveling-singing-molding-caressing-walking-painting-teleporting-photographing, for their part, by including in the correlation metaphors the representations they have of writing it is observed that the teachers consider writing a process of transformation, and interaction to be able to communicate what is thought and in this way to be able to "let off steam".

Teachers have some representations of writing and these guide their didactic actions; however, most of them are not aware of them, but simply act according to their area of knowledge, and the way in which this knowledge should be brought to their students, so they are not aware when it comes to finding the causes of many of the didactic and pedagogical behaviors towards writing in the classroom.

Conclusion

The state of the art allowed us to present the results and findings of the research, reaffirming that the social representations that teachers have about writing have a direct impact on classroom practices and, therefore, on the intellectual development of students. (Ortiz. E, 2016). The researches that focus on the different disciplines are shaped by discursive practices, which allow for a deep reflection on the teaching of writing in the educational field, seeking to provide both theoretical and practical elements that support and sustain the development of research in favor of the transformation of social representations and their impact on teaching practices.

Regarding practices, research shows that "there is a representation of "being a teacher" that goes beyond the differences in experience in the performance of the educational level in which they work and the different disciplinary training"; this makes it possible to describe what teachers are and what they do, differentiating them from other groups and other professional activities. On the other hand, "social representations about teaching are mainly related to issues that have more to do with personal qualities than with social conditions" (Farr, 1986).

It is important to deepen the research on the social representations of writing, since it allows highlighting the reality that concerns the teaching inside the classroom, from a context where external interests seek to reproduce certain structures of thought, through the pedagogical practices developed by teachers, who unconsciously, end up being an instrument that influences the representations generating that it becomes embedded in society until it seems immobile.

From the various theoretical perspectives, it is necessary to frame the interaction between social representations, practices and the teaching of writing; therefore, it is proposed to work on the representations and practices of writing from the critical analysis of discourse, to see that in practice not only discourse is present, but other aspects such as interaction, social relations, identities, the material world and representations (Fairclough, 2003, p. 180), so that this interaction "from a critical analysis" allows teachers to be aware of their social representations when teaching the writing process. 180), so that this interaction "from a critical analysis" allows teachers to be aware of their social representations when teaching the writing process.

The teaching and learning process of writing that takes place in the classroom is very limited and most of the difficulties that students have in their writing process are due to the fact that teachers do not help them very much to write the texts assigned to them. On the other hand, some teachers consider that writing is an activity that needs practice, however, they develop their process according to their area of knowledge, since they consider that due to the characteristics of their subject they are not relevant in their teaching, for this reason, they dedicate themselves to the teaching of their thematic contents, considering that in this way they deepen in other knowledge.

The social representations reveal the discourse that teachers have regarding the teaching of writing, who conceptualize it as an instrument that serves as a means of expression of thought, whose ability and responsibility for teaching falls on them. This description allows us to understand what teachers think and how they have constructed their representations of writing unconsciously, revealing the multiple ways of teaching writing in the classroom. It is important for teachers to be aware of the social representations that are immersed in their daily work; therefore, it is necessary to reflect on the practices and ways of teaching in the classroom, since teachers consider taking into account their learning process, however, they do not go deeper into their teaching from the different areas of knowledge.

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