

Estructuralismo lingüístico: hacia la comprensión del Signo lingüístico y su representatividad en la mente de los alumnos.

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*Linguistic structuralism: towards an understanding of the
Linguistic Sign and its representativity in the minds of the
learners*

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Summary

This article presents the representativity that has an understanding of the linguistic sign for the proposition of subjects to teach framed from linguistic structuralism, stating that the same helps to expand the possibilities of knowledge by conceiving reality in a more creative way. This paper presents a theoretical and comparative approach with the contemporary educational reality, the example of which serves as a floor for future research.

Introduction

Basic Conceptualizations of the Linguistic Sign: What is Attended in Educational Reality?

At the time that we intend to establish an effective form of the communicative act and identify certain features for its study as an eloquent act in the way of expressing the concepts, the choice or distribution of those thoughts for speech, in addition to touching in depth one of the most significant authors in this field as Saussure is; his thought and study on language:

functioning, science and manifestations of the use of language, we find ourselves at a point that is perhaps critical because of the way in which one of its underlying themes, such as the arbitrariness of the linguistic sign, is still seen. From that, I can determine that it, is not of a natural nature and has a certain impartiality corresponding to the context and micro-social identification and in some cases reflects, rather than an arbitrariness, a condition that arises from a specific reason: represent. In the field of education, it is possible to link these concepts to the concrete identification of an element to be taught, especially with literature, by interpretation and narrative representation.

It is therefore imperative that before the explanation of specific cases of impartiality is addressed, at a glance of the definition of “Arbitrariness of the Linguistic Sign”, so that it can be understood in its context. As can be seen in the General Linguistic Course, Saussure (1916) conceives the Linguistic Sign as: “a psychic entity, in which a mental image and an acoustic are linked, these images also receive a name, meaning and significance” (p. 2-3). One would be the name used to refer to a speaker’s mental image of a particular concept or object. The other shall refer to the acoustic image that is related to a given Meaning.

That said, when speaking of sound image, the Linguistics will refer specifically to the auditory trace that is related to a concept, thus determining the need for both and constant requirement in the pragmatic sense of communication (actual use of the language). Here the central point in the teaching and learning process by the cognitive process of a given subject, for example, in literature and its aesthetic narrative condensation that is merely subjective.

It should be emphasized that the Meaning will refer to the idea that the speaker has, for example: house, denotes a structure of four walls and a roof, its significance refers to the auditory image or auditory trace [k’asa]. Again, this concept is linked to the sound part, constituting the aforementioned “linguistic sign”. The reflection begins from the moment that the nature of that concept and what motivates its meaning would not exist, seeing its contextualized exceptions to which we encompass its dialectal variations, differentiated through time and subject to its representation of speech. In the field of education, it is necessary to refer to the particular characteristics that are present in the student and to have the flexibility to insert in that relationship to recognize, maintain and develop the language (Corbetta et al 2018).

That is, speech with its marked social distinction and individualized use will have a diachronic differentiation (historical evolution). “A Meaning is linked to different meanings, depending on the language that is conceived” (Saussure in Medina, 2007, p. 16). A specific case, above: Casa, for the english language it would be “House” having a different concept when it comes to saying it in a sociolinguistic framework of the spanish, but, regarding the meaning, it denotes the same. It is not the same if we propose the German word “haus” meaning “House” and its sound is the same as “house” in the English language. Depending on

where it is said, the German word can be understood in English even without any notion of the rest of the text.

Possibilities, relationship and representativeness of the sign.

However, by relating the significance to the meaning and responding to a given reason is being specifically referred to onomatopoeias or eponyms within the textual work. Furthermore, regarding signs and codes in the formation of a system, in our Spanish language we identify distant words whose meaning and significance varies. For example, the word “chucha” proposed in Chilean colloquialism will refer to a female animal, and in the vulgo of countries like Ecuador, Peru, Bolivia, among others, will refer to the female sexual organ used derogatively in some cases. Further away from the Latin American region, but with the same word in the article “La”, in Granada (Spain) will refer to a locality.

So, on the representation of psychic processes and of thought and the non-nature of the sign, it is a distinct notion, and that depending on the individual who uses the language will understand or maintain a different semantic value, therefore, keeping these possibilities open in the mind of the learners, is to have a magnification of the representativity, creativity and aesthetic creation that are an innovation at all levels. Facilitating understanding in the cognitive process of communicative and collaborative learning in the various fields of knowledge taught and specifically in the teaching of literature is one of the main sources of inspiration for the full functioning of this pedagogical discipline, which leads to the strengthening of individual competencies or skills of individuals (Vásquez, 2019).

In this area, for example, the direct relationship of the Linguistic Sign and its representativity in the mind of the learners by deepening the content, an active and reflective reading in which the student leaves his passivity and the receipt of orders and starts a discovery by curiosity according to his taste, is what should be expected to come. Strategies for these activities must be combined with creative actions in which readers feel motivated and a reading capacity and culture of intelligence is developed (García, Jiménez and Perera, 2014).

While the meaning and significance have been established over time, thanks to a historical process of social conventions, whose main priority is the actual use given to the language and the corresponding linguistic sign. This in literary creation and production takes greater relevance, because it is distinctive of a region (by knowledge of social trace taken into account) the micro-social context and identification and in some cases reflects, a condition of representing and this establishes a world of creative possibilities, from the same visual narrative, used as a learning method of a complex interpretation, whose activity also reflects brain gymnastics (González, 2013).

Efforts to achieve a more equitable, fairer and more just culture, and especially one that addresses all the needs of individuals, are also seen in the educational field, in inclusive schools. This school is focused on the heterogeneity of the student and on building his or her capacities. to establish cooperation among the classroom members, and the best reward will be the continuous and continuous exchange of knowledge, experiences.

We talk about collaborative work in group readings, motivating the critical aspect, etc. But all of this also involves a harmonious confluence of education among people. In order to do so, the formation of values, in each one, will influence the behavior of everyone else, because this practice becomes an act of socialization. This fact will be developed not only with educational institutions and in the role of the teacher, but it is essential to the home, society and also the political fact

Conclusions

In conclusion, linguistic structuralism and its influence on the teaching-learning process of the Spanish language in basic school education, has a greater attachment to the representativity of the language in the complex brain process, for the creation, invention and subjective imaginary of the consensual interpretation of some content, especially literature by the process of sinterization of information, understanding and reading ability of highly subjective texts with a higher semantic value in all aesthetic and stylistic accounts.

While the meaning and significance have been established over time, thanks to a historical process of social conventions, the main priority of which is the actual use given to the language and the linguistic sign corresponding to it is not of a natural character has some impartiality to the context and micro-social identification and in some cases reflects, rather than an arbitrariness, a condition that is due to a specific reason: represent “differentiations and associations in the field of sensory-phonetic” and this establishes a world of creative possibilities, from the same visual narration, used as a method of learning a complex interpretation, whose activity reflects a brain gymnastics.

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