



LANGUAGE LEARNING

UDC 378.048.2

DEVELOPMENT OF THE TEXTUAL COMMUNICATIVE COMPETENCES IN POSTGRADUATE STUDENTS

Elena Zhizhko

Autonomous University of Zacatecas, Zacatecas, Mexico
ORCID: 0000-0001-9680-8247, e-mail: eanatoli@yahoo.com

In this article we present the results of the documentary-bibliographic study, which goal was to determine, what strategies for the development in the students of textual communicative competences are available to the teacher in a social sciences and humanities postgraduate programs. The research was carried out from the focus on communicative competence. From the analysis made, it can be affirmed that for the successful development in postgraduate students of textual communicative competences, the teacher must take into account that their acquisition involves the mastery of the complex and specialized (scientific-academic) discursive style; it foresees obligatory appropriation of other communicative competences: linguistics, pragmatic, paralinguistic, strategic, descriptive referential, representative, organizational, illocutionary; their teaching requires careful preparation: selection of the functional style of the language as a means of scientific communication and articulation around it of different forms of effective and practical learning; choice of didactic texts; coordination of reading and writing teaching actions; elaboration of the exercises of interpretation, paraphrase, commentary, annotations, recapitulation, limitation, description of the content, conceptual map, compendium-summary, etc.

Key words: communicative competences; textual communicative competences; social sciences and humanities postgraduate education; teaching strategies; appropriation of the scientific-academic discursive style.

Introduction

According to the OECD (2002), competence is the ability to respond to individual and social demands or to perform an activity, task [15]. It refers to the set of socio-affective behaviors and cognitive, psychological, sensory and motor abilities that allow to carry out adequately some performance or function [13]. Each competency rests on a combination of interrelated practical and cognitive skills, knowledge (including tacit knowledge), motivation, values, attitudes, emotions and other social and behavioral elements that can be mobilized together to act effectively [7]. Developing competencies in postgraduate students represents an integral formation through significant learning in various areas: cognitive (knowledge), psychomotor (know-how, skills), affective (knowing being, attitudes and values); encompasses a whole set of capacities that unfold through processes that lead the responsible person



to be competent to perform multiple actions (social, cognitive, cultural, affective, labor, productive), through which he/she projects and demonstrates his/her ability to solve a given problem within a specific and changing context [17].

Thus, postgraduate students must acquire basic, generic (social, participative, management, communicative, technical, affective, argumentative, etc.) and specific methodological competences. Likewise, the appropriation of each of the general competences mentioned above requires the development in the student of a series of more specific competences. For example, generic as well as basic competences include, among others, communicative competence, and this, in turn, contains the extra-linguistic competences: pragmatic, strategic, descriptive, referential, interactional, representative, emotive, conative, factual, imaginative, textual, poetic, kinetic, proxemic, chronicle, etc.

The objective of the work, which results are presented in this article, was to determine the strategies available to the teacher of a social sciences and humanities postgraduate programs for the development in his/her students of the textual communicative competences.

The theoretical conceptualization of this research is based on the focus on communicative competence, which states that it is located within the basic competences (acquired in the sociocultural context: family, school, institutions, etc.), as well as within the generic professional (developed in the course of academic training and professional practice and in any space-time context: ideological, social, cultural, economic). This competence involves not only linguistic knowledge, attitudes and skills but also sociolinguistics (Canale and Swain, 1980; Jakobson, 1988), psycholinguistics (Jakobson, 1988; Bachman, 1990; Ruíz-Bikandi, 2000), extra-linguistics (Gumperz and Hymes, 1964; Gaetano-Berruto, 1979; Halliday, 1982; Girón and Vallejo, 1992; Arango, 2005) and metalinguistic (Jakobson, 1988).

On the other hand, the study was based on historical-cultural pedagogy (Davydov, 1998; Galperin, 1966; Goncharenko, 2010; Luria, 1998; Musnitskaia, 1991; Rubinshteyn, 2009; Talyzina, 2005; Vygotsky, 1986; Zagviiazinsky, 2007; Zimniaia, 2005, among others), in particular, the methodology of reading-writing teaching developed by this current, was analyzed.

This research is a documentary-bibliographic study carried out through the use of the analytic-synthetic method to analyze the theories and approaches that support the concept of textual communicative competences and strategies for its development, as well as to promote the logical processes that allowed to formulate the conclusions.

The study showed that the problem of competencies in education studied Belisletlivard, 1996; Brandão and Andrade, 2007; Brossard, 1995; Bunk, 1994; Coll, 2007; Ferrández, 1997; Feu, 1984; Gallart, 1995; Galytska, 2006; Haste, 2004; Hersh-Salganik, 2004; Jaik and Barraza, 2011; Jessup, 1991; Jones and More, 1995; Levy-Leboyer, 1997; Tobón, 2005, 2006; Le-Botewerf, 1994, 1996; Perrenoud, 1986, 2004; Prescott, 1985; Tacca-Huamán, 2011; Spenser and Spenser, 1993; Zeyer, 2005; Zimniaia, 2005; among others.

Likewise, the communicative competences dedicated their works Arango, 2005; Bachman, 1990; Canale and Swain, 1980; Celce-Murcia, Dornyei and Thurreu,



1995; Cenoz-Iragui, 1996, 2000, 2001; Chomsky, 1964, 1965; Hymes, 1964, 1971, 1972; Gaetano-Berruto, 1979; Girón and Vallejo, 1992; Gumperz and Hymes 1964; Halliday, 1982; Jakobson, 1988; Rincón-Castellanos, SA; Ruíz-Bikandi, 2000, 2011; among others.

Thus, Chomsky (1964) differentiated the linguistic, ideological, communicative, encyclopedic, poetic, hermeneutic, and methodological competences. For him, language competence is an ability to acquire a mother tongue [5, 6].

The concept of communicative competence was coined by Gumperz and Hymes (1964), and it was linguistic competence coupled with the pragmatic competence that resulted in knowing «when to speak, when not to talk, with whom, where, in what conditions», etc. It was concretized in the capacity to understand and produce speeches (communication activity that results in units of meaning, adequate texts, coherent and cohesive) [9].

On the other hand, Gaetano-Berruto (1979) considered that communicative competence is a capacity that includes not only linguistic-grammatical ability to produce well-constructed phrases or to interpret and make judgments about phrases produced by the speaker-listener or others, but necessarily consists of a series of interrelated social and semiotic, as well as multifaceted linguistic and multi-linguistic abilities [18].

Canale and Swain (1980) distinguished the following components of communicative competence: grammatical competence (knowledge of vocabulary, phonological, morphological and syntactic rules), sociolinguistics (norms of language use), strategic (ability to manipulate language, using verbal and non-verbal mechanisms) and discursive (ability to understand and construct discourses) [4].

In turn, Halliday (1982) referred to communicative competence as a set of the person's abilities to describe, implement (satisfy material needs); regular (exercise control of behavior); interact (ensure social relationship, maintain and consolidate contact, delimit the «I» and «You»); express feelings, emotions; explore reality, acquire knowledge, learn; imagine (create imaginary worlds, explore reality); represent (inform about processes, people) [19].

Likewise, according to Jakobson (1988), communicative competence fulfills the following functions: descriptive referential (refers to the objects of the world); emotional (account of the world of the sender); conative (catches the receiver's attention); phatic (maintain contact between the partners); metalinguistic (refers to knowledge about the language); poetics (reworking the forms of the message) [12]. For Bachman (1990), this competence is composed of linguistic, strategic, pragmatic, organizational, illocutionary abilities and mastery of psychophysiological mechanisms' using [2].

According to Girón and Vallejo (1992), having communicative competence involves dominating the skills and knowledge to use linguistic and extra-linguistic systems that are available to communicate in written and oral form as a member of a given sociocultural community. It deals with literary, scientific, technical, socio-political, legal and nonverbal communication (visual or mixed arts such as theater). These competences form part of both basic and generic competences [4].

Succeeding Celce-Murcia, Dornyei and Thurreu (1995), the communicative



competence includes the following components: a) discursive competence; b) linguistic competence; c) action competence; d) sociocultural competence e) strategic competence, and is acquired through the incursion of people in the family, school, social and institutional areas. In this process the context is determinant: the interaction between the context and the discursive competence of the speaker results in the text [4].

At the beginning of the twenty-first century, the interest in the study of communicative competence resurfaces with new works. So, Rincón-Castellanos (SA) and Arango (2005) define these competences as ways in which the person can establish interactions with other people and his/her environment, starting from a previous recognition of his/her being. For them, communicative competence requires not only the ability to manage a language, but also to be able to situate himself in the communicative context of each specific community, in its diverse social, cultural and ideological formations [18; 1].

These authors distinguish linguistic, paralinguistic, pragmatic, textual, kinetic, proxemics, chronicle competences. Thus, kinetic communicative competence refers to communication through the body (posture, gestures, gaze, face, hair, hands, etc. as communication devices). Also, proxemics competence has to do with the production of meanings from the management of distances (proxemics): the body delimits some spaces of action that some can access and others not. In turn, the chronicle skill deals with the management of communication over time, the ability to produce meanings with and from the coordinate of time; refers to how long the person is delayed in responding, or how long he/she waits to say something [1].

So, the communicative competence contains a series of underlying skills and knowledge that make possible the action of the subject in social exchanges. This competence articulates in itself the linguistic competence and others of sociocultural order, achieving the union of the knowledge of the person on the linguistic rules with another series of acquaintance, that are manifested in his/her know how to do with the language.

From the enhanced analysis, in the contemporary theory on communicative competence we can distinguish its following components of communicative competence:

– *Linguistic* competences: semiotic domain or knowledge of the system of articulated symbols that allow the understanding between people (lexicon, phonological rules, morphological, syntactic, stylistic, etc.).

– *Sociolinguistic* competences (Canale and Swain, 1980; Jakobson, 1988): strategic, descriptive, referential, ideological (Chomsky, 1964), interactional, representative.

– *Psycholinguistic* competences (Jakobson, 1988; Bachman, 1990; Ruíz-Bikandi, 2011): emotional, conative, phatic, imaginative.

– *Extra-linguistic* competences (Gumperz and Hymes, 1964, Gaetano-Berruto, 1979, Halliday, 1982, Giron and Vallejo, 1992): discursive (Canale and Swain, 1980); textual (Bachman, 1990; Giron and Vallejo, 1992; Rincón-Castellanos, SA, Arango, 2005); pragmatic (Gumperz and Hymes, 1964; Halliday, 1982): describe, implement, regulate, explore reality, acquire knowledge, learn; paralinguistic; kinetic,



proxemics, chronicle (Rincón-Castellanos, SA, Arango, 2005); illocutionary; organizational (Bachman, 1990); poetics (Chomsky, 1964, Jakobson, 1988), hermeneutics (Chomsky, 1964).

– *Metalinguistic* competences (Jakobson, 1988) that alludes to the use of language in order to speak about one's own language, to communicate something about the code in which the interlocutors are communicating, to speak about the meaning of a word, which has in a particular context, about the rules of pronunciation, etc.

The linguistic communicative competence is related to the acquisition and development of language, the system of articulated symbols supported by a previous social convention that allow understanding between people. The concept of linguistic competence has to do with the phonological, morphological and syntactic laws that govern the relations between the terms of the language. According to Chomsky (1965), the speaker uses the language taking care of the factors involved in the communication with his/her interlocutor and the relationships that are attached to the purpose of the communicative exchange: the spatial-temporal parameters, the subject of conversation, etc. [6]. In addition to linguistic competence, the speaker uses other knowledge, skills and abilities: sociolinguistic, psycholinguistic, extralinguistic, metalinguistic, an infinite set of additional elements that accompany language (written or oral) and help to complement it.

One of the extra-linguistic competences that responds by the ability to produce and understand the written texts, is the textual communicative competence (Bachman, 1990, Girón and Vallejo, 1992, Rincón-Castellanos, SA, Arango, 2005). It is determined as «[...] the ability to articulate and interpret organized signs into a coherent whole called text» [18]. The domain of this competence involves the acquisition of several communicative competences: linguistics, pragmatics, paralinguistic, strategic, descriptive referential, representative, organizational, illocutionary.

Paralinguistic competence is the ability of an interlocutor to use adequately certain non-linguistic signs that allow him to express an attitude in relation to his/her listener/reader and with which he/she expresses either to declare, interrogate or intimidate, entreat, order, etc. Whereas in oral communications this competence is manifested in the use of the signs of speech: tone of voice, cadence or rhythm and emphasis on pronunciation, in literary-writing skill is revealed by the use of punctuation, bleeds, nomenclatures, general distribution of space, types of letters, etc. These resources allow the identification of the division of a written text in chapters, paragraphs, themes and sub-themes [18].

Another communicative competence, that supports the acquisition of textual competence, is the pragmatic one that refers to the ability to make strategic use of language in a determined social environment, according to the intention and the communicative situation; to know how to execute social actions through the proper use of linguistic signs, or signs of other non-linguistic codes used according to intentions and desired ends. So this competence refers to the ability to convince and persuade others; take into account the context of language use and domain of the practical knowledge of language use laws (when, how, to whom, for what is communication) [1]. People communicate because they want to influence the decisions,



opinions, knowledge, attitudes or preferences of others: communication always aims, as the ultimate goal, to achieve something.

According to Bachman (1990), the important dimension of textual competence represents organizational and illocutionary competence. The first one includes «[...] skills related to the formal structure of language to produce or recognize correct grammatical phrases, including their propositional content and ordering them to form texts» [2]. These skills refer to the organization of the linguistic signals used in communication and the way in which these signals are used to refer to people, objects, ideas and feelings. On the other hand, illocutionary competence involves the analysis of the pragmatic conditions that determine whether a statement is acceptable or not. It alludes to the relation between the statements and the acts or functions (ideational, manipulative, heuristic and imaginative) that the speakers try to realize through the statements.

Thus, the development in postgraduate students of textual communicative competence supported by linguistic, pragmatic, paralinguistic, strategic, descriptive, representative, organizational and illocutionary skills, allows them to adequately manage the tools for the creation or understanding of different academic texts, supposes the use of the language in the form of concrete and singular written statements that belong to the participants of one or another sphere of human praxis. In particular, in the area of social sciences and humanities, the appropriation of the mastery of the use of complex academic and research language, conjectures the learning of the grammatical, syntactic, logical and sociocultural elements that allow to construct texts to understand and operate on the reality. The acquisition of this competition involves a rigorous preparation of the postgraduate student with the support of the teacher.

Pedagogic strategies for development of textual communicative competences.

However, are there the specific strategies that could serve the teacher of a social sciences and humanities postgraduate program for the successful development in his/her students of textual communicative competences? Answering this question may help the work of representatives of the historical-cultural pedagogical approach (Davydov, Galperin, Goncharenko, Musnitskaia, Rubinshteyn, Talyzina, Vygotsky, Zagviazinsky, Luria, Zimniaia, among others), according to which writing is the most difficult of the four language skills: the process of expressing ideas in written form is quite complicated, and especially problematic when it comes to scientific language.

Writing is a system of graphic representation of a language, by means of signs, engraved or drawn on a support. It is a method of human communication, which is done by means of visual signs that constitute a system, which can be complete or incomplete: it's complete when it expresses without ambiguity all that can manifest and say a certain language. Writing is also a social act, a unique and unrepeatable event and an interaction. If speech consists of statements, the writing comprises of sentences that are artifacts, models to teach the structure of language. The elements that make up the mechanism for creating a written text are:

[...] the choice of vocabulary; the distribution of the definitions of the objectives in the group of statements; the detection of the predicate as a stellar



part in the organization of the idea of the utterance; the organization of the relationship between statements. In addition, the driving force in the process of creating a written text is the author's idea about what he/she is going to write. This idea is born even before writing [8].

The written text emerges after a long process of reflection and has a series of qualities, according to its form and content:

- It is composed of statements that correspond to the usual models of the language.
- The statements are formed of the linguistic material that is used in accordance with the norms of its use (lexical, grammatical and orthographic).
- The text contains forms and clichés of the language that are typical for a certain style of written communication.
- The presentation is developed gradually, logically.
- The text has, if necessary, excessive or compressed information at the linguistic and thematic levels.

– The presentation is accurate, emotive and accessible to the receiver [14].

Thus, according to Zagviiazinsky, to develop in the postgraduate student the textual communicative competence, means to form in him/her following specific skills or competences, know how to:

- ✓ interpret the general information (content) and the main idea of a read text.
- ✓ describe in a brief and also detailed way, compare and analyze the data (facts) presented in a text.
- ✓ qualify and demonstrate through the arguments and illustrative examples the primacy of certain postulates of a text.
- ✓ present, combine, gather, analyze, synthesize and generalize information.
- ✓ characterize, evaluate, express own opinion about what has been read (conformity/nonconformity, approval/disapproval, denial, etc.).
- ✓ make annotations and compendium of a text.
- ✓ reflect and comment in written form on a read text [20].

The writing of academic texts precedes reading which is the process of retrieving and apprehending some type of information or ideas stored on a medium and transmitted by some type of code, usually a language that can be visual or tactile (for example, the Braille system). Other types of reading may not be language-based, such as notation or pictograms.

Worth highlighting, that the reading is not a neutral activity: it puts the reader in play of complex relationships with the text. Knowing how to read not only means knowing how to pronounce the written words or identify the words and meaning of each one of them. To know how to read means to know how to extract and understand the meaning of a text. The theories of reading attune that the text is decomposed, reconstituted and reconstructed with our reading, thus the text has multiple readings. It should be mentioned that both language skills: reading and writing, are closely related, therefore, there is necessary to coordinate teaching actions so that the programming of one of them (reading) entails students to the realization of the other (writing). For example, informative reading combines with the written formulation of the idea of the text read, the main data notes, the compo-



sition of the summary, the drawing of the characteristics of the objects, the drafting of own opinion about the read, the elaboration of an essay.

In turn, analytical reading correlates with the written annotation of certain information, arguments, conclusions, opinions, notes in order to compare, classify or generalize the data, detailed interpretation of the text [3]. In such a way that the particularities of the written language mentioned above and the skills that must be formed in the student to dominate this type of language, require the elaboration of didactic material that is composed of the exercises of written language training.

The elaboration of didactic material or didactic texts, is the main strategy in the initial stage of the textual communicative competence's development in the postgraduate course. To convert the original scientific texts into didactic, all the occasional elements, connotative, abnormal must be removed from them; the components that are complicated for the assimilation and the use of the students, must be explained. Hence the original texts are molded and transformed into the material with which the students will work, enriching their lexical baggage, imitating them, reproducing them and acquiring the skills of reading and writing.

Another task of the teacher is to create the system of exercises that develop the skills of written language. This system includes training and productive exercises. The purpose of the training exercises is to prepare for the operations of expressing ideas in writing. To this type belong the exercises based on models that look for to imitate, to complement, to transform, to choice, to construct, to combine, to abbreviate, to extend information. These exercises may include keys (answers) and be performed independently by students outside the classroom [14]. The productive exercises are those that teach to convey ideas and information in writing, develop written expression skills. The types of productive exercises are as follows:

1. Written *reproduction of a series of read statements* (microtexts) or reproduction of a small text through the keywords.

2. Elaboration of the *conceptual map of a read text in the form of questions, nominative statements or affirmative simple, which predicate is the verb in indicative present*. This exercise is preparatory for other more complex exercises and plays an important role for the development of thinking culture, improvement of logic, consecutive interpretation and development of ideas, methods of expression of cause-consequence relationships, detection of main idea, drawing of essential and secondary information.

3. Explanation of *titles of the text's parts* and/or brief notes on the main idea of each part, which includes only the aspects argued. This exercise helps to generalize the information obtained and make brief and timely conclusions.

4. Written *interpretation of a text* that pursues several objectives: the improvement of receptive skills, understanding and retention of information; the development of orientation skills in a text; the definition of central ideas, detection of the logical consequence of the facts, events, phenomena; the improvement of the ability to differentiate information; the development of the capacity to present written information in a logical, consecutive, clear and expressive way; the control of assimilation and easier accommodation of the studied material.



5. *Recapitulation of the text* that is made through the choice of significant sentences from the perspective of the main idea of the text, abbreviation of these sentences and annotation of the author's ideas in a brief and general way.

6. *Compendium* which is the brief description of the main ideas of a text, its systematization, generalization and evaluation.

7. *Summary* which is the shortest possible interpretation of the content of a text in order to guide the recipient with respect to the information contained in the text, its value and usefulness. The summary also contains the bibliographic description and the author's data, it is an informative-evaluative note.

8. *Review* that is a complex type of written linguistic activity and consists of the author's exposure of the facts, events, phenomena, objects and their attributes in order to create an image of what is read.

9. *Private/legal letter* that is a creative written message that can be personal or official and has as objective the transmission of some information or induction of the recipient towards certain activity.

10. *Essay* which is also a complex type of written and creative language activity that is used in the postgraduate course.

The following are some types of written productive exercises, especially those that are used in the postgraduate course, and their brief analysis. The interpretation of a text can be presented as a short paraphrase of a writing, a detailed commentary on a text, a description of the content. This activity requires previous preparation. Mainly it is necessary to choose correctly from the methodological point of view, the text. The structure of any text, agreeing to the character of relation of the predicates, guides the interpretation. According to Berezhnova and Kraevsky (2009), the texts with the chain structure activate the mnemonic activity and allow the most complete interpretation [3]. These texts are recommended in the initial stage of appropriation of academic reading and writing.

The texts of branched structure (extensive) lead to the activation of cognitive activity and the reconstruction of the text, so its use is convenient in the advanced stages of the acquisition of textual communicative competence.

The previous work also includes the preparation of students under the teacher's coordination: previous reading of the text, its subdivision into parts, detection of the main idea, and emphasis on the main and relevant data. The next phase of the work with the text consists of the verbal formulation of the questions about the text, oral interpretation of what is read, elaboration of the conceptual map, annotation of the words and phrases carrying the main ideas. Finally, the text is interpreted in writing, the essays are reviewed, and the style correction work as well as the feedback and evaluation are performed [21].

With regard to the recapitulation of the text, it is worth noting that it is one of the types of analytical-synthetic analysis of information. It is also the most common method for the written recording of data obtained from specialized literature. During this activity the student has to reflect on what has been read, sort the information, record only the most relevant data, the definitions, the decisive factors and the examples that demonstrate these factors. Thus, the recapitulation is the complete and systematized interpretation of a text that includes the conclusions, the personal



opinion and the author's observations. In the process of appropriation of textual communicative competence, it is recommended that the students perform, among others, the following recapitulation exercises: 1) to pass to the notebook only the statements of the text, in which the author expresses his/her main ideas, then to cross out in these statements all the complementary words; 2) to refine a text by removing all sentences and phrases that do not refer to the main idea, etc.

What the compendium is about, it provides several options of writing. Mainly, it is the compendium-summary or compressed interpretation of the main concepts, excluding details, facts, examples, proper names. So the compilation of a compendium is the complex linguistic process that includes a certain sequence of cognitive acts. In this process both kinds of linguistic activity - the receiving and the productive - interact closely. The analytical-synthetic abilities to extract and recycle the information of a text play here the main role and they develop notoriously. Students learn to select, compare, combine, change the data and update their academic vocabulary. The specific textual communicative competences that will be necessary for this activity and those that are the object of the writing instruction of a compendium, among others, are the following, know how to:

- use the cliché expressions to introduce different parts of the compendium;
- paraphrase;
- use scientific terminology;
- use abbreviations;
- handle appointments, footnotes, bibliography;
- predict the theme of a text, based on its title and key phrases;
- divide the text into parts according to the ideas, which it contains;
- establish the connection between the parts of a text;
- detect in each part of the text the nuclei of ideas;
- interpret the facts presented in a text.

The exercises that develop these specific textual communicative competences may be those of selection, transformation, abbreviation, reconstruction.

Conclusions.

In summary, for the successful development of textual communicative competences in postgraduate students in the social sciences and humanities area, the professor has an array of specific strategies, and may even develop his/her own methodology focused on the improvement of students' literacy skills. For this task, the professor must take into account that the textual communicative competence is the component of communicative competence (which, in turn, is part of both basic and generic professional competences). Hence, its acquisition involves the obligatory appropriation of other communicative competences: linguistics, pragmatics, paralinguistic, strategic, descriptive referential, representative, organizational, illocutionary.

On the other hand, it should be noted that textual communicative competence in the postgraduate course provides for the domain of the complex and specialized (scientific-academic) discursive style, as well as two forms of language mastery: passive (reading) and active (writing); its appropriation requires careful preparation that involves, among other things, the selection of the functional style of the language that serves as a means of scientific communication.



Likewise, the following aspects must be sighted: to be part of a knowledge community, one must learn to use its language, its literate practices; the knowledge, identities and power in a discipline are constructed by the complex scientific-academic discursive style, which is a concrete mediator between the form and content of the specialized text.

Finally, methodological proposals for the development of literacy in postgraduate studies should take into account that the writing of academic texts is an act of great responsibility, since it requires that the author possesses certain skills and abilities for the use of scientific language. Taking into account the above, it is possible to articulate different forms of effective and practical learning around the discursive scientific-academic style. At the same time, the development of verbal communicative skills in postgraduate students can be carried out at the same time as the curricular contents are taught. One of the important strategies to carry out this task is the development of didactic texts that offer a variant of the language that serves as a sample for students to use, interpret in the first steps of building their own scientific language and more forward at the moment of application of their knowledge in the investigative work.

Another strategy for the improvement of textual communicative competences is the coordination of teaching actions so that the programming of one of them (reading) entails the students to perform the other (writing). Thus, reading comprehension of specialized texts can be accompanied by verbal and written interpretation of these texts, expositions, abstracts, compilations, essays, etc.; and vice versa the works written by the students (thesis advances, articles, essays, etc.) can from now on be read in group accompanying the reading by the works of style correction, the exercises of production, etc. In this way future researchers learn the grammatical, syntactic and logical mechanisms that allow them to appropriate scientific language and build specialized texts useful to understand and operate on reality.

On the other hand, such exercises as the interpretation of a text, the brief paraphrase of a writing, the detailed commentary on a speech, the description of the content, the verbal formulation of the questions about the text, the annotation of the words and phrases that carry the main ideas, the recapitulation of the text, the drawing of the information, the reduction of the text through eliminating of certain parts of it, the compendium-summary develop the student's analytical-synthetic skills to extract and recycle information in a text: select, compare, combine, change the data.

These strategies for the development of textual communicative competences that are within the reach of all teachers, update the student's academic vocabulary, help him/her to clearly distinguish the words, phrases and expressions of the scientific style and avoid the use of others that belong to the primary discursive style or everyday speech; to formulate his/her ideas in a complete and unambiguous way, in order to provide the reader with a clear interpretation of the written, more precise understanding of his/her conceptions.



References:

1. Arango, C. (2005). *Las competencias comunicativas. De la puesta en escena a la puesta en esencia*, Medellín, Universidad Pontificia Bolivariana.
2. Bachman, L. (1990). *Fundamental Considerations in Language Testing*, Oxford, Oxford University Press.
3. Berezhnova, E., Kraevsky, V. (2009). *Metodología de la educación. Nueva etapa*, Moscú, «Academia».
4. Cenoz Iraqui, J. (1996). «La competencia comunicativa: su origen y componentes», en J. Cenoz. y J. Valencia (eds.), *La Competencia Pragmática: Elementos Lingüísticos y Psicosociales*, Leioa, Universidad del País Vasco, pp. 95-114.
5. Chomsky, N. (1964). *Current Issues in Linguistic Theory*, Issue 38, Mouton, 119 p.
6. Chomsky, N. (1965). *Aspectos da Teoria da Sintaxe*, Cambridge, Mass, MIT Press.
7. Coll, C. (2007). «Las competencias en la educación escolar: algo más que una moda y mucho menos que un remedio», en *Aula de Innovación Educativa*, No. 161, pp. 34-39.
8. Goncharenko, S. (2010). *Investigaciones educativas. Consejos metodológicos para los jóvenes investigadores*, Kiev-Vinnitsa, TOV «Planer».
9. Gumperz, J., Hymes, D. (1964). «The ethnography of communication», en *American Anthropologist*, No. 66/6, Parte 2.
10. Hymes, D. (1971). «Competence and performance in linguistic theory», in *Acquisition of languages: Models and methods*, Ed. Huxley and E. Ingram, New York, Academic Press, pp. 3-23.
11. Hymes, D. (1972). «On communicative competence», in *Sociolinguistics*, Eds. Pride, J. B. y J. Holmes, Londres, Penguin Books, pp. 269-293.
12. Jakobson, R. (1988). *Lingüística y Poética*, Madrid, Ed. Cátedra.
13. Jaik Dipp, A., Barraza Macías, A. (2011). *Competencias y Educación. Miradas múltiples de una relación*, Primera edición, México, Instituto Universitario Anglo Español/Red Durango de Investigadores Educativos.
14. Musnitskaia, I. (1991). «Enseñanza de la escritura», en A. Leontiev (compilador), *Metodología general de la enseñanza de lenguas: Antología*, Moscú: Idioma ruso, pp. 261-270
15. OCDE (2002). *Conocimientos y aptitudes para la vida: Resultados de PISA 2000*, Programa internacional de evaluación de estudiantes, México, Aula XXI, Santillana.
16. Perrenoud, P. (2004). *Diez nuevas competencias para enseñar*, Madrid, Graó.
17. *Proyecto Tuning América Latina* (2007). «Reflexiones y perspectivas de la Educación Superior en América Latina», en *Informe final Proyecto Tuning-América Latina. 2004-2007*, Publicaciones Universidad de Deusto.
18. Rincón Castellanos, C. (s/a). *Unidad 11: La competencia comunicativa*, Medellín, Universidad de Antioquía, [online] Available at: <http://aprendeonline.udea.edu.co/boa/contenidos.php/cb10887d80142488399661377b684b60/511/1/contenido/capitulos/Unidad11CompetenciaComunicativ.PDF>. [Accessed 02 May. 2016].
19. Ruíz Bikandi, U. (coord.) (2011). *Didáctica de la Lengua castellana y la Literatura*, Barcelona, Graó.
20. Zagviazinskiy, V. (2007). *Actividad investigativa del pedagogo*, Moscú, «Academia».
21. Zhizhko, E. (2016). *Investigación cualitativa. Desenmascarando los mitos*, México, Orfila Valentini.

Received: October, 30
Accepted: November, 21