

Género conferencial desde la semiótica compleja

Conference gender from the complex semiotics

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Resumen

En este trabajo se explica, de manera muy concisa, que las conferencias, particularmente en el ambiente académico y educativo, pertenecen a un género que debe ser analizado desde una perspectiva semiótica. Ello se debe a la complejidad del género que se revela tanto a nivel de la organización textual como a nivel de la exposición, la que se entiende como acción conferencial. Al mismo tiempo, los recursos tecnológicos (cibernéticos) que se utilizan ampliamente para las presentaciones, también muestran la complejidad del género. Se llega a la conclusión de que sin un conocimiento sobre la complejidad semiótica y tecnológica de este género, su diseño y realización no cumplen con las expectativas del conferencista ni del público, sean estos participantes de la acción conferencial científicos o bien educadores.

Palabras clave: género conferencial, educación, tecnología, semiótica, complejidad

Abstract

In this work is explained, in a very concise way, conferences, particularly in the academic and educational environment, belong to a genre that must be analyzed from a semiotic perspective. This is due to the complexity of the genre which reveals both the textual organization level exposure, which is understood as conference action. At the same time, the technological resources (cybernetics) that are widely used for presentations, also show the complexity of gender. You can reach the conclusion that without a knowledge of the semiotic and technological complexity of this genre, its design and realization do not meet

the expectations of the speaker or the public, are these scientists either educators
Conference action participants.

Key Words: conference, education, technology, semiotics, complexity.

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Introduction

The Conference has an informative character that has become a usual speech in different circles of both professional and non-professional. This genre has been used most often in the areas, educational and academic-university, even to acquire certain mandatory urgency. Conferences are a way for education cognitive and communicative inherent and indispensable. On the one hand, allow the teacher take knowledge to large audiences, generating in this way some informative union which makes it possible to provide common ground for the analysis or the discussions. By other side, Conference format, especially the extensive, valid scientific monologues (traditionally oral and face to face) as topics with some depth of development. At the same time, the public (student) is trained as a listener who knows perceive the ideas of other(s), express their own views and ideas and also appropriate comment in the specific form; In addition to learning to be participatory. While this way discursive has already become an ancient practice, is subject to change, which we will discuss here.

The purpose is to reveal the mutations of the genus Conference and its semiotic complexity To do this we adopt a pragmatic-functional perspective which allows the semiotic operation outweigh the living speech to the semiotic modeling (Lotman, 1993), which leads to metasemiotics overshadowing the discursive reality. We recall that the complex perspective -oriented to contradiction, to the inconsistency and structural diversity within a single textual formation produced a study called as Lotman semiotics of culture. Lotman collect ideas on the heterogeneity of the internal semiotic space for our subject matter of the conference-genre. Following the theory of cultural semiotics we affirm that type conference

speeches have a non uniform structure of signs, which, in addition, their background is not unitary.

Also, when trying an academic-educational event as the conference-speech in particular, we use hermeneutics, aimed more at understanding the phenomena, their analysis within one system or another (Gramigna, 2013, p. 123). Such an orientation, in the words of Gramigna, is characterized by a complex thought formed and trans-formed into contact with the new technological environment, allowing guide the educational and scientific discourse "towards the construction of criteria or principles, keys Reading of the benchmarks that help us interpret the present "(Gramigna, p. 122).

If the academic-educational discourse it is, the complexity is further manifested in different forms and structures of exposure. In the conference-genre, we can identify three basic types. A format is presented as reading aloud from a text written previously. Another format is to show the style of talk usually also has a prior written as follows: a script or a structured scheme. The third is carried out with the support of a technological tool. The three formats differ in their degree of complexity exposicional.¹ On this subject more later.

The way to give lectures with the use of electronic devices leads to the problem of technology, broadly understood. The concept of technology is contained, for example, the writing and the book arts and artistic skills also scientific or ideological processes; all this can be seen as technological extensions (McLuhan) of mind. Similarly, the expression of signs, that is the main tool for internal use (Vygotsky, 1979), also under technological influence. Different codes-languages, in turn, influence the understanding and interpretation. The combination of tools and signs can build new meanings.

Moreover, the structure of a textual semiotics everything from subtexts is diverse and not deductible each other languages. Recoded, these code-set languages equivalents "in the views and combination of different voices" (Lotman, p. 18). Lotman such proposal covers the entire universe of discourse; now we see how their model works in the conference-

¹ Here I do not mean the content, or the complexity of ideas, but only to the route of exposure.

speech, which, par excellence, is a genre that keeps many codes and involves a constant transformation of signs speaker messages, like public.

The term refers conference, roughly a expository oral discourse. If you look at it from a pragmatic approach, we can distinguish a set of goals. On the one hand, it aims to publicize and disseminate the research presented by the lecturer (in most cases, also the author). On the other hand, a thoughtful intervention by the receptor-listening at the same instant of conference-dissertation is expected. Because of this, it would be more accurate to say that in this genre, the two fuse into goals, in structural terms, a compound and complex at the same time objective.

This complexity also allows the conference to consider as broader than merely textual fact, ie a finished entity and, in this sense, immutable. The conference-fact, besides being strictly presented by the text, including the presentation² itself, which necessarily involves two police communication: the speaker and the audience. Here we must also include the medium (the channel) communication transmitter. In academic presentations, the latter can only be the voice of the speaker or his voice combined with images and sounds. These technological elements determine the format of the conference.³ The link between the textual matter, agents or participants design and technological support the conclusion that the conference-genre lends itself to be configured as an action and not just as a static style of published texts (printed) discursive unit.

Spaces and environments make their mark in the conference-dynamics. In the educational context, the rapporteur is the teacher, the teacher, and his students make public what.⁴ Here, the relationship between the participants of the conference-action outlined in terms of opposition against the authority subordination.⁵ By contrast, in academic events (symposia

² The term performance is very perfect, in my opinion, although it has academic connotations.

³ In this work there is no need to distinguish between the conference and the paper, but on common sense, the paper is presented as a "small" version of conference.

⁴ See, for example, the following definition: "The conference is the class type whose main objective instructive guidance to students ... so as to allow them the integration and generalization of acquired knowledge and skill development later shall apply in their professional life "(Canedo Iglesias and Caceres Mesa, 2008, 2.4.4).

⁵ At least in schools with teaching and traditional pedagogy.

and conferences), where cognitive or professional equity exposures are directed at or pairs. To exchange views highlights here much more than in a classroom, where the public (students) usually is set to a position receiver and not dialogue. Despite these differences, in both cases is the same gender, the same formats, rules and the same conference-performance.

The space-environment factor, among others, also reveals the complexity of conference-action. However, in this paper we limit ourselves exclusively to the academic context. The focus was on the conference-action on the terms of certain cognitive equity professional status between the interacting: the speaker and his audience (academics). Nevertheless it is noteworthy that the structure and design conference, also to his presentation, the contrast between the academic audience and students in classroom has no major impact.

The conference, observed from a technological perspective semiotics present a varied portrayal. In (but still existing) conference-old format would be more appropriate to define as traditional writing orality always precedes.⁶ The subtext, or protoconferencia written here, has its own internal rules to obey the genre of scientific paper and also is created with a view to being a published work, that is, in the print medium. During the conference-action, this subtext is introduced into the oral environment which, in turn, is governed by its own discursive rules. Definitely go here come some tensions between complex language⁷ – although expectations oralizado- and hear a spoken language, much less structurally complex.⁸ Such stress causes problems recoding and understanding.

It is easy to notice them on the fact how the public receives the conference exhibitions. The active sense of public-ear receiver operates differently compared to the eye (McLuhan, 1993; Ong, 1987). While listening and reading are associated with each other and are united

⁶ A common element to all conferences.

⁷ The complexity comes from the scientific genre itself.

⁸ This is because the "requirement" to be dynamic and fluid.

by the same language,⁹ are two different semiotic processes. The exhibitor must take into account what if you are interested in establishing dialogue and interact with the public.

The lectures are given in the form of talk are much friendlier, because they are born of the oral environment, which is dialogic in nature. However, prolonged exposure if it is, dialogue becomes a monologue. The tension here would not be semiotic nature, but temporary, time.¹⁰ After all, long dissertations embedded in the dialogic environment contradict the dynamics of oral speeches and also are not efficient: the investment of time may not match what was caught.

The use of (technology) tool to support this type of conference makes an important turn in the sort of conference. The bottom line is the semiotic complexity increases. Now the sound of the word oralizada code and visual code and agree instead to time what becomes of conference-efficiency speech. On the other hand, the "draft" (the subtext, the script or the proto conference) takes on a new meaning and semiotic significance. Oral-conference displayed when the writing is also displayed to the public, is received differently and with greater understanding that the conference only oralizada.¹¹

The technology also allows you to combine different signs of semiosis at once: voice, image and sometimes sound. This semiotic mixture is built properly-if the conference becomes more complex genre, but also less difficult from a functional point of view. Witnessed another semiotic metamorphosis both the speaker and the public involve not only the ear but also the eye. The (multimodal or plurisemiótica) multisígnica structure of this kind of conference allows the speaker to have greater opportunities in their argumentative-illustrative action and at the same time transforms the listener into the reader, the work of decoding becomes a participatory act. At conferences that are designed

⁹ Most of the authors emphasize the similarities between reading and writing, and there is little material on the differences. However, on the Internet you can find blogs or pages of teachers teaching about it. See, for example, Margarit (2003), Marco Silva (2014), among others.

¹⁰ In fact, here one could speak as a semiotic time factor also, but it would be the subject of another investigation.

¹¹ Here I do not dwell on the negative effects of such exposures.

from different media (starting writing), the joint can be defined as operating from different perceptual fields, thus forming dynamic structures.

The three types mentioned conference semiotic share several common elements. First, all are shaped around the central figure of the speaker addressing a group of people.¹² Second, the three types are monological conference and often the oratorical epidicticas (demonstration) who occupied a specific place both in the classroom and in the academic context appear.¹³ Of course, the exhibition prolonged and monological is an important part of the conference-action in its entirety, however, the views from this conference (functional) approach belong to a genre that also incorporates complex dialogue between the speaker and his listeners.¹⁴ Finally, the three conference types are governed by a linear (or sequential) structure of the conference-action: speech, implementation and public involvement have a well-defined order and are limited in time and classroom space.

Regarding the latter, technology gave options to replace the physical space for a virtual one. Thus, three types of conferences were added two. One is the so-called video conference, where the physical presence of the speaker on the electronic display is concealed, but the action continues the previous conference-conference-dynamics. Other conferences is of an entirely different character.

Cyber technology made it possible to carry out online seminars or conferences. This form is not alone in virtual spatial terms, but also temporary. In the cyber environment, academic events that transfer characteristics obtained exhibits a semiotic plane to another. First of all the oral environment is suspended because all the activities of both the speaker and the public, are conducted in writing. The action (the performance) conference-is now entirely due to the graphic sign.

¹² In fact, Pregent (1990) aptly defined the conference as non-intervention of public exposure.

¹³ He used the gender epidictico among other resources argumentation (Perelman and Olbrechts-Tyteca, 1989), which, in turn, is conceived central to the academic and educational discourse. The same idea is supported by Gutierrez Rios (2009).

¹⁴ Overwhelmingly, exchanges of ideas are done in a very short time, and it happens that listeners appropriate the role of speaker. The harmonious development of dynamic conference-is in the hands of the moderators; aspect that deserves to be delved into another job.

We briefly describe the procedure of participation in conferences and virtual seminars.¹⁵ After you have registered and received a password, the employee, who wants to make his presentation (speaker), hereby publishes one of the assigned pages of virtual event. All papers are divided into what is traditionally called thematic tables, but these appear as a kind of index, that is, about listings with titles of the papers that were previously sorted particular approaches. From these, the so-called public, which in this situation is nothing but a circle of readers, can access any text (conference) published by a click, read and comment or ask questions. All interventions (of course, written) are placed down the conference and can be read by both the author-lecturer as event participants not only from this "table". In fact, anyone who registers for the event can browse the table of contents and enter the "tables" at any time.

The virtual conference proceedings and the disappearance of orality conference-changed by modifying the action itself. Instead of presenting speakers or speakers must "speak" for itself. To be more dynamic, virtual presentation runs in formats other than plans and continuous texts, such as PowerPoint and Prezi programs; often these auditory-visual recordings of all kinds are attached. Thus, the conference with the technological support revives its existence, but now in the silence of its author (speaker).

The design of this type of conference differs from the semiotic structure and shape of the conference call as mixed. If a complementary relationship between voice and images on screen, text-in virtual conferences and PowerPoint Prezi- must be fully autonomous and clear to the public (virtual) without any intervention of the author provided for in the latter.

Electronic speeches, and designed for the virtual environment, revealing its duality. On the one hand, they share the traits of alienation and self-sufficiency¹⁶ with printed texts, which arises from his authorial alienation.¹⁷ In addition, presentations are part of the conference-

¹⁵ Incidentally mentioned that the lectures can also be stored in the pages of these academic events, although not yet widespread something.

¹⁶ On the content.

¹⁷ However, unlike with printed texts, habitats production and publication fully agree, is the same electronic-virtual environment.

action, which is due to the dynamism and flexibility that originate in the oral tradition. This combination of self-reliance and dynamism semiotic complexity stems.

In turn, the semiotic influences the development of genres. In the case of virtual conferences can be seen how the short academic genres, summary and synthesis in particular within the conference-fused type of discourse and integrate it. Such condensation is aided verbal language of images, static or dynamic (no cartoons and animated images or videos), which have different functions: from technical merely illustrative or demonstrative up, because they allow replacing parts of long text an image thereby reducing the size without affecting the content presentation. This articulation in the absence of signs of voice exhibitor form a new discursive entity, a subgenre that might be called ppp by design conference in PowerPoint and Prezi two programs developed in order to present complex content in a more friendly and attractive way, in semiotic terms.

These programs, and others, in general, such as cyber technology opened doors for many discursive innovations. In the virtual environment, gender conference acquired a variety of versions. Just remember video in real time, a very similar presentations to conferences in the physical environment, which allows direct contact between the speaker and audience. The weather here is simultaneous and restricted (finite), but not the place, since the conference can be received in different, distant and multiple places: the conference is transmitted from one place and received several at the same instant.

You can also talk about Internet start-recorded video conferences with very distinct, unusual or innovative designs. Your advantage lies in its permanent presence on the Internet, allowing access to them at any time, in other words, it produces time limits. At the same time, here contact between the speaker and the audience is very insignificant. Although there are always possibilities to write a comment, videotapes usually become outdated in terms of time and subject. In addition, conferences are often taped copies of live conferences where the conference-or dialogic action took place and fulfilled their dialogic functions. Otherwise, the recordings did not differ from the television conference (teleconference) with everything involving these.

Needless to mention virtual conferences like the past, but use the window (the screen) as if it were board. Someone who not only sees and hears, writes or draws in an imaginary "board", which occupies the space of the screen. This board-screen you can see very different designs, from the words that are written while listening to the voice cartoons created at the moment of explanation. The presence of the speaker is perceived solely through his voice. Such management technology (the board-screen "smart") definitely has a playful look, first of all associated with the educational process. In the master or university lectures, master-exhibitor assumes the role of intellectual authority, who in order to maintain the attention and interest of students makes their exhibitions relying on technological resources. The computer connected to the network is a very dynamic and effective resource and also allows working with different semiotic fields simultaneously. The conference-board virtual operating explanations from quite original and aesthetically interesting designs, but not conducive to feedback.

The outlook, we outlined from the semiotic and technological and functional perspectives, it reveals the complex nature of the conference-genre. The complexity arises from the monologue-dialogic nature that implies a performative action, which commits both speaker and audience (in their receptor status and replicating). In turn, the conference-performance is determined by the shape and the *sígnicos* constituents entering the field of public attention. The codes, which are dynamic structures of perception, are distinguished by the means employed in the conference-action, so the technology supplier of diverse semiotic material occupies a specific place in construction (and transmission) of speech, in this exponential case.

Conclusion

To conclude it is more than necessary to take into account the discursive and semiotic complexity characteristics of the conferences, which briefly outlined in this paper. It is extremely important to master "the conceptual and cultural tools that allow a clear understanding and interpretation of its technological achievements" (González Pérez and Gramigna, 2013). It depends on the objectives that gender itself imposes are achieved, and that the expectations of all participants involved in each particular conference are fully met.

Finally, it goes without saying that in these pages have highlighted the description of the lectures in the academic environment, however, the conference-action is present in the educational process in its various stages, where the attributes of this discursive genre modified in case some aspects, although not as still substantially maintaining its complex semiotic character.

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