

# MENDIVE

REVISTA DE EDUCACIÓN

*Translated from the original in Spanish*

**Original article**

## **Linguistic Studies in the Education Spanish-Literature career from a professional perspective**

**Los estudios lingüísticos en la  
carrera Licenciatura en  
Educación Español-Literatura  
desde una perspectiva  
profesionalizada**

**Estudos linguísticos na carreira  
de Bacharel em Educação  
Espanhol-Literatura a partir de  
uma perspectiva profissional**

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### **ABSTRACT**

The study of the language is the focus of the Linguistic Studies discipline and it is a necessity in the Degree in Spanish-Literature Education. The objective of this article is to propose a didactic strategy that bases the Teaching-Learning Process of the Linguistic Studies discipline from a professional perspective, in the Spanish-Literature career. For its elaboration, theoretical methods were used, such as the historical method; logical methods such as hypothetical-deductive, systemic and structural-functional together with modeling. As procedures of the theoretical methods, analysis and synthesis and induction and deduction were used; empirical methods such as documentary analysis and classroom observation; techniques such as the interview and the survey and the procedure of the scales was used, which allowed verifying the initial state of said process. The search for information on the subject showed that professionalization in this career has not been treated sufficiently; Limitations are evident from the didactics of the Linguistic Studies discipline in the treatment of the didactic components and in the learning of the students, in terms of the lack of content related to language as a system with a professional approach. The results achieved show levels of transformation that demonstrate that the strategy contributes to the linguistic training of students.

**Keywords:** Teaching-Learning Process; Linguistic Studies discipline; professionalization; study; language; professional approach; language training.

## RESUMEN

El estudio de la lengua es el centro de atención de la disciplina Estudios Lingüísticos y constituye una necesidad en la carrera Licenciatura en Educación, Español-Literatura. El presente artículo tiene como objetivo proponer una estrategia didáctica que fundamente el Proceso de Enseñanza-Aprendizaje de la disciplina Estudios Lingüísticos, desde una perspectiva profesionalizada, en la carrera Español-Literatura. Se emplearon, para su elaboración, métodos teóricos como el histórico; métodos lógicos como el hipotético-deductivo, sistémico y estructural funcional unido al de la modelación. Como procedimientos de los métodos teóricos se utilizaron el análisis y la síntesis y la inducción y la deducción; de los métodos empíricos el análisis documental y la observación de clases; técnicas como la entrevista y la encuesta; se utilizó, además, el procedimiento de las escalas. Todos permitieron constatar el estado inicial de dicho proceso. La búsqueda de información sobre el tema arrojó que la profesionalización en esta carrera no ha sido tratada de forma suficiente; se evidencian limitaciones desde la didáctica de la disciplina Estudios Lingüísticos en el tratamiento a los componentes didácticos y en el aprendizaje de los estudiantes, en cuanto a la carencia de los contenidos relacionados con la lengua como sistema, con enfoque profesional. Los resultados alcanzados evidencian niveles de transformación que demuestran que la estrategia contribuye a la formación lingüística de los estudiantes.

**Palabras clave:** Proceso de Enseñanza-Aprendizaje; disciplina Estudios Lingüísticos; profesionalización; estudio; lengua; enfoque profesional; formación lingüística.

## RESUMO

O estudo da linguagem é o foco da disciplina de Estudos Linguísticos e é uma necessidade no Bacharelado em Educação, carreira de Literatura Espanhola. O objetivo deste artigo é propor uma estratégia didática que fundamenta o Processo Ensino-Aprendizagem da disciplina de Estudos Linguísticos, a partir de uma perspectiva profissional, na carreira de Literatura Espanhola. Para sua elaboração, foram utilizados métodos teóricos, como o histórico; métodos lógicos como hipotético-dedutivo, sistêmico e estrutural-funcional juntamente com modelagem. Como procedimentos dos métodos teóricos foram utilizados a análise e síntese e a indução e dedução; dos métodos empíricos, da análise documental e da observação das aulas; técnicas como entrevista e pesquisa; o procedimento de escalas também foi utilizado. Tudo permitido verificar o estado inicial do referido processo. A busca por informações sobre o assunto mostrou que a profissionalização nesta carreira não tem sido tratada de forma suficiente; Ficam evidentes as limitações da didática da disciplina de Estudos Linguísticos no tratamento dos componentes didáticos e na aprendizagem dos alunos, em função da falta de conteúdos relacionados à linguagem como sistema, com abordagem profissional. Os resultados alcançados mostram níveis de transformação que demonstram que a estratégia contribui para a formação lingüística dos alunos.

**Palavras-chave:** Processo Ensino-Aprendizagem; disciplina Estudos Linguísticos; profissionalização; estudar; Língua; abordagem profissional; treinamento de idiomas.

## INTRODUCTION

In Higher Education in Cuba, one of the priorities is emphasized in the education and development of the personality of children, adolescents and young people; it is the task of the whole society, but basically in that of education professionals. From this starting point, the importance of the cognitive preparation of those who guide the Teaching-Learning Process (PEA) is derived in the entire process of training and improvement of future educators, in the work of training the new generations of Cubans to achieve a successful labor practice in the classroom.

Particularly in the pedagogical faculties and specifically in the Spanish -Literature career, work is done for the sake of the linguistic training of the students, which is important to develop from the linguistic subjects, which makes it possible to promote interest in the chosen profession.

These opinions require the necessary linguistic training of the students who opt for the Spanish - Literature career, since it establishes one of the fundamental objectives in the initial training of this professional, since their mastery of the mother tongue is decisive for future performance as teachers at different levels of education.

The PEA is an interaction process that incorporates to the didactic components an important space for the development of the student's personality, since he critically takes actions aimed at knowing the object of his learning.

Regarding this topic, the Teaching-Learning Process sees the student as the center. It is stated that it is "a pedagogical process that has the essential characteristics of this, but is distinguished by being much more systematic, planned, directed and specific, since the teacher-student interrelation

becomes a much more direct didactic action, whose purpose is the integral development of the personality of the students" (Addine, 2004).

That is why she agrees with the author since, to achieve the integral development of students, closer and more direct operations are required, in order to give an immediate response in her professional work.

These authors highlight the close relationship that must exist between teacher and student so that actions aimed at reflection and criticism are more effective and thus develop comprehensively; but the motives and needs of the student to achieve the professional goals that have been proposed from linguistic science and educational sciences are not sufficiently explained so that their preparation is that of a professional prepared to work in the direction of the PEA of language and literature in basic and upper secondary education.

Breijo (2017) affirms that in the PEA the activities are developed fundamentally by the students and the teacher. It is recognized that the activity par excellence of the student is learning and that of the teacher is teaching, which does not exclude the enrichment of the roles of both in the dynamics of the process itself when students teach and teachers learn (p. 19).

In this way, the teaching-learning activity is based on motives, needs, expectations and interests, so this process must be stimulating, pleasant and demanding that calls for commitment to oneself, to the other and to others.

From the developing conception of the PEA, it is assumed that it is that process that guarantees the individual the active and creative appropriation of culture, promoting the development of their constant self - improvement, their autonomy and self-

determination, in close connection with the necessary processes of socialization, commitment and social responsibility.

The author agrees with this definition, since the PEA of the Linguistic Studies discipline, from a professional perspective, promotes comprehensive learning in students, in such a way that the necessary conditions for the understanding, analysis and construction of all kinds of meaning in each of the disciplines that make up the curriculum of the Spanish-Literature career, which implies the path towards learning in a general way and fosters cognitive independence to achieve its transformation of creative way.

It is in this discipline where the components involve the teacher of the linguistic subjects, in conducting the PEA in accordance with the interests and aspirations of the students and includes the cultural baggage of their environment and from linguistic theory they involve him in the solution of tasks motivated by professional problems.

This discipline conceives teaching centered on the so-called functional components: comprehension, analysis and construction of texts, according to Roméu (2013). It places in the first place the teaching of strategies that allow achieving mastery of said components. Given the procedural nature of the approach, the skills involved in the processes of oral communication (hearing and speaking), as well as in those of written communication (reading and writing), are taken into account, as well as the development of skills in comprehension (listening and reading) and construction (speaking and writing) (p. 45).

It is important to emphasize some elements related to the discipline, since it is part of the curriculum in which the contents are organized (content systems and skills) related to professional activity and that are totally or partially linked to one or several

branches of knowledge. These contents are ordered with the logic of the science that represents said branch; but, in direct correspondence with the logic of the educational teaching process, the other levels (subjects, topics, classes, teaching tasks) are subordinated to it.

This definition is assumed, since the author emphasizes the organization of the contents and the skills linked to one or several branches of knowledge that materialize directly in the logic of a science; in this particular case, it responds to linguistic science.

At this time, in the "E" study plan in the current program of the Linguistic Studies discipline (2016), it is declared that this is one of those that make up the curriculum of the Spanish-Literature career, which provides the system of essential knowledge, skills and values to understand language in indissoluble unity with thought, which reveals in the same way the unity of the cognitive (which implies, in turn, the unity with the affective) and the communicative, as essential and inseparable functions that these fulfill (p. 22).

It has its foundations in the referents of the cognitive, communicative and sociocultural approach to the teaching of language and literature (Roméu, 2007).

By adopting this approach, the discipline assumes discourse as an essential category, as well as its dimensions -semantic, syntactic and pragmatic-; the typology of the speeches, according to the code, the elocutive form, the function and the determining style in the specificity of the use and functionality of the linguistic structures with a semantic-pragmatic orientation (meaning and use).

It has a fundamental role within the study plan of the Spanish-Literature career, due to

the importance of mastery of the mother tongue as an essential means of cognition and communication, as a basic component of the culture and identity of a people; it is an irreplaceable way in the elaboration and expression of knowledge; Its purpose is to create the basis of theoretical, practical and methodological knowledge that allows the understanding of the linguistic phenomenon, which enables efficient communicative performance in professional pedagogical work.

It is important to highlight that, although it is an objective to give the discipline a professional approach, all the potentialities in this sense have not yet been taken advantage of from a disciplinary level, which would act as axes for the didactic action in the PEA of the Linguistic Studies discipline from a professional perspective. This acquires particular significance in the training of the professional of the Spanish - Literature career, from the very delivery of the contents related to the plans and levels of the language as a system with a professional approach, since the value of these is taxed on linguistic training and in favor of stimulation by the career being studied.

The verification of these insufficiencies was carried out through the analysis of documents, the observation of classes, interviews with professors and surveys of students of the career, and the results obtained in research carried out by the author Abreu (2018, 2020), which allows pose as a problem how to improve the Teaching-Learning Process of the Linguistic Studies discipline, from a professional perspective, in the Spanish-Literature career of the University of Pinar del Río "Hermandades Saíz Montes de Oca.

To this end, it is determined as a general objective to propose a didactic strategy for the PEA of the Linguistic Studies discipline, from a professional perspective, which favors

the study of language as a system with a professional approach.

## MATERIALS AND METHODS

The research developed was of a mixed type and was carried out in the Bachelor of Education, Spanish -Literature course, of the Faculty of Secondary Education of the University of Pinar del Río "Hermandades Saíz Montes de Oca" in the 2016-2017 school year. The objects and subjects studied were: the program of the Linguistic Studies discipline, the Professional Model of the Degree in Education, Spanish - Literature, the preparation of the subjects. The selected population is made up of the six professors who make up the Linguistic Studies discipline and 139 students: 1st, 3rd and 5th years of the aforementioned career.

When using the purposive sampling method, students and teachers were selected as strata for the application of the instruments. In the case of the student population, the intentional sampling was also applied, where from the population of 325 students of the subject career, 93 (39.5%) were selected as a sample, broken down into 31, first (belonging to the study plan E), 32 third graders and 29 fifth graders (belonging to study plan D); 34 professors from the Spanish -Literature course and a sample of seven from the Linguistic Studies discipline were defined as the teaching population.

For the development of the research tasks the following research methods were used. It starts from assuming the dialectical-materialist method as general, which allowed the study of the object as a process, the determination of its components and the main dialectical relationships between them, as well as their contradictions and foundations.

Historical method to establish the most essential connections of the PEA of the Linguistic Studies discipline and the explanation of the history of its development in the formation of the professional of the Spanish - Literature career.

Among the logical methods used are the hypothetical-deductive method for the construction of hypothetical assumptions, formulation of conclusions and the determination of the regularities of the PEA of the Higher Education Linguistic Studies discipline, particularly in the Spanish - Literature career.

The systemic and functional structural, together with the modeling allowed determining the components of a didactic strategy, its relationships and dynamics, as well as its definition and the design of the didactic strategy.

As procedures of the theoretical methods (Álvarez, 2019), analysis and synthesis and induction and deduction were used throughout the investigation to reach conclusions and make generalizations.

Empirical methods allowed discovering and accumulating a set of data to answer scientific questions.

The following were used: documentary analysis, which included the professional model of the Spanish -Literature career, the program of the Linguistic Studies discipline, the study plans for said career and other sources and the observation of classes as one of the ways to evaluate the effectiveness of the PEA of the Linguistic Studies discipline from a professionalized perspective.

Expert criteria were used to evaluate the quality of the didactic strategy; the criteria of the experts were processed from the implementation of the Delphy method and for the theoretical and practical feasibility, a

questionnaire and in-depth sessions were applied, respectively.

To collect information about the process, techniques such as interview and survey were used and, for processing, the scales procedure was used, which allowed assessing the qualities of the process under investigation.

To evaluate the behavior of this process in the career, an operational definition was elaborated where the dimensions that should be taken into account for the characterization were identified, according to the context in which the research is carried out and at the author's discretion, which result: instructional, educational, developer and management of the PEA-DEL.

The instructional dimension is defined by the knowledge related to language as a system, the functionality of linguistic structures for the production of meanings, the general and particular skills of the discipline with a professional focus, and the preparation to use them with a professional focus. The developer consists of the application of the knowledge of the language as a system and skills of the discipline with a professional focus for the solution of professional problems, in correspondence with the way of professional action. The educational dimension is characterized by respect for the rules of use and the professional use of the language; caring for the language as a tool and expression of professional identity, which implies a commitment to the pedagogical reality in the PEA of language as a system, with a professional approach, in such a way that it has repercussions on the transformation of students. Finally, the PEA management dimension of the Linguistic Studies discipline from a professional perspective, defined in the direction of this process carried out by the teacher; he plans, organizes, regulates and controls its execution and development, as well as the

teaching tasks related to the contents of the language as a system with a professional approach, in correspondence with the mode of professional action.

## RESULTS

The review of documents shows deficiencies that are specified in: the non-recognition of the importance of the professional approach; insufficient knowledge, skills, values and attitudes of the students for the application of methods in the PEA of the Linguistic Studies discipline and of the profession in the solution of professional problems related to the study of language as a system with a professional approach and activities that favor it, that contribute to an adequate direction of the PEA of language as part of the features that characterize the teacher of Spanish-Literature, particularly within those that specify their professional identity.

Others of them are limited to the atomization of contents on the language as a system and, finally, that it is not sufficiently explicit, from the PEA management of the Linguistic Studies discipline from a professional perspective, the planning, organization, regulation and control of activities related to the study of language as a system with a professional focus. The latter limits the stimulation of the search for knowledge through the use of different sources and means of teaching, in full connection with technological advances and that promote teacher-student, student-student interaction.

In the pedagogical test, 67.7% do not have command of the knowledge and skills related to the language as a system with a professional focus, but they are only reduced to identifying them and present insufficiencies to determine how the linguistic phenomenon is part of their

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professional actions; In addition, to recognize, determine and apply the functionality of linguistic structures with a professional approach.

82.8% explain the importance of studying the language as a system with a professional approach and sufficiently state the arguments related to it and demonstrate it in the same way.

In the observation, of a total of seven classes of the subjects of the Linguistic Studies discipline, three in the 1st year, two in the 2nd and two in the 5th of the subjects Introduction to Linguistic Studies, Spanish Grammar, Spanish Phonetics and Phonology, History of the Spanish Language, Spanish Lexicology and Discourse Analysis. 48.5% cannot identify the linguistic structures with a professional focus, so they recognize the functionality of the linguistic structures with a professional focus, determine it and apply it to new teaching-learning situations and establish links with the identification of skills related to the study of the language as a system with a professional approach and transfers them to new learning conditions. They do not apply knowledge of the language as a system with a professional approach in solving professional problems, in correspondence with the mode of professional action, and the application and transfer of these contents and skills to new learning conditions is insufficient.

There are difficulties in 66.6% of the sample, in the argument of the importance of the teaching task for the study of the contents of the language as a system with a professional approach, in the recognition of the importance of the teaching task and in explaining the arguments related to it. Respect for the rules of use and professional use of the language is insufficient, since its identification is achieved, the use of registers appropriate to the communicative intention and purpose; only three teachers plan,

organize, execute and control teaching tasks that integrate knowledge and skills, which means that they do not contribute sufficiently to the study of the contents of the language as a system with a professional focus.

In the student survey, it is insisted that 59.13% of the respondents reveal that sometimes they cannot apply the contents of the discipline for the solution of professional problems, in correspondence with the way of professional action, since they do not manage to identify and transfer them to new learning conditions and apply them in correspondence with the professional performance mode.

The interview with teachers emphasizes that the 71.4% cannot assume the direction of the Teaching-Learning Process of the language as a system with a professional approach, with the responsibility that the professional approach entails, in such a way that they obtain an adequate assessment of their pedagogical reality. In addition, different types of activities that promote interaction between the didactic components of the Teaching-Learning Process of the language as a system with a professional approach are not used, the use of audiovisual teaching media is not planned in full connection with technological advances to the study of language as a system with a professional approach; Logically, these activities cannot be controlled either.

In general, there is an explicit respect for the rules of use and the professional use of the language as a tool and expression of professional identity, for which it is considered that they occupy the direction of the PEA with responsibility, since they make an adequate assessment of its pedagogical reality.

The methodological triangulation allowed the verification of the results obtained with the

application of various methods and shows the analysis of the results of the methods and techniques applied, of the interview with the teachers, of the survey of the students and of the observation of the classes to find the coincidences and discrepancies in the PEA of the Linguistic Studies discipline, from a professional perspective, to arrive at more complete conclusions.

All this corroborated the deficiencies of the process and allowed the authors to make the decision, regarding the need for a didactic strategy for the improvement of the PEA of the Linguistic Studies discipline, from a professional perspective, in the Spanish - Literature career of the University of Pinar del Río "Hermanos Saíz Montes de Oca".

### **Actions taken for its implementation**

- **Specific strategic action 1:** overcoming the collective of the Linguistic Studies discipline of the Spanish -Literature career for the direction of the PEA-DEL from a professional perspective (as a way of professional improvement).

The improvement for the pedagogical group constitutes a strategic action based on the need to determine the specific actions to be taken into account for the direction of the PEA-DEL from a professional perspective.

As a result of this strategic action, the improvement program is designed, for the improvement of the PEA-DEL from a professional perspective in the Spanish - Literature career of the University of Pinar del Río "Hermanos Saíz Montes de Oca" and attends to the needs expressed by the collective of the Linguistic Studies discipline to implement it.

- **Specific strategic action 2:** improvement of the PEA-DEL from a professional perspective, through the implementation of Professional Workshops for the study of the language as a system with a professional focus (optional curriculum).

The Professional Workshops for the study of the language as a system with a professional approach are conceived as a space to encourage comment, reflection and communicative and professional exchange in the curricular dimension. They constitute the form of evaluation par excellence at the end of each stage, as well as to measure the evolution they had, based on the proposal of professionalized linguistic teaching tasks, which contribute to the solution of the professional problems of the discipline.

Products of this action:

- Program of Professional Workshops for the study of the language as a system with a professional focus.
- Learning resources for the Linguistic Studies discipline, which includes a group of didactic materials (textual, visual and audiovisual), maps and activities, as well as a flow chart with the aim of providing the exact location of each of these in a timely manner materials.

### **Proposal of knowledge of the Linguistic Studies discipline**

Next, the knowledge that has been selected to improve said process and that is what is proposed as invariants of the Linguistic Studies discipline are expressed:

- the indissoluble unity of the language-thought-society relationship;

- need for the use and functionality of linguistic structures with a syntactic-semantic-pragmatic orientation for the correct production of oral and written texts;
- the three-dimensionality of the linguistic sign from the various perspectives of the subjects of the Linguistic Studies discipline;
- importance of the internal organization of the language system and its ordering in levels of increasing complexity in the discourse, taking into account the discursive diversity;
- the processes of understanding, analysis and construction of meanings according to the context;
- assessment of the importance of the applicability of the study of language as a system with a professional approach to understanding linguistic phenomena.

Results, in practice, are valued in correspondence with the strategic actions, from the partial introduction in the educational practice. This is carried out in two directions: one, based on the overcoming of the professors of the Linguistic Studies discipline, for the direction of the PEA-DEL from a professionalized perspective and the other, directed to the implementation of the Professional Workshops for the study of language as a system, with a professional approach for students from 1st to 4th year of the degree.

In order to verify the functionality of the proposed didactic strategy, the partial introduction of the proposal was carried out in practice, in correspondence with the stages for its implementation and the following actions of the didactic strategy:

- Program to improve the group of the Linguistic Studies discipline, for the direction of the PEA-DEL from a professional perspective (first

semester, 2016-2017 academic years).

- Improvement of the PEA-DEL from a professional perspective, through the implementation of Professional Workshops for the study of language as a system with a professional approach from the curricular point of view, for students of the Spanish - Literature career (first semester, 2016-2017 academic years).

Prior to the overcoming of the teachers of the Linguistic Studies discipline, for the direction of the PEA-DEL from a professional perspective, a questionnaire was applied to measure the level of preparation, with a view to putting into practice the didactic strategy of said training process. This same instrument was applied again, after the completion of the course in question.

This improvement course responds to the need for teachers of the Linguistic Studies discipline to direct the PEA-DEL from a professionalized perspective in the Spanish-Literature career, as a professionalization process, based on the relationship between the motivation towards the study of language as a system with a professional-activity-communication approach, which allows the re-dimensioning of the components of the process, which are specified in the professionalized linguistic teaching task, in the dynamics of the curriculum, from the determination of invariants of this process at the disciplinary level.

Among the contents taught are:

- The PEA-DEL from a professionalized perspective as a professionalization process that is based on the triadic relationship between motivations towards the study of language as a system with a professional-activity-communication approach.

- The PEA-DEL, from a professionalized perspective, allows the resizing of the components of the process, which are specified in the professionalized linguistic teaching task, in the dynamics of the curriculum, from the determination of invariants of this process at the disciplinary level.

The Professional Workshops for the study of language as a system with a professional focus, to improve the PEA-DEL from a professional perspective, are aimed at providing students with ways to solve professional problems in the Linguistic Studies discipline, linked to the study of language as a system with a professional approach to understanding the linguistic phenomenon.

### **Taught content**

The processes of understanding and construction of meanings and the discursive-functional analysis of texts of different types, taking into account the functionality of the linguistic structures of the language with a semantic-pragmatic orientation.

For the analysis of the preparation of the professors of the Linguistic Studies discipline, prior to the delivery of the course, a questionnaire was carried out, which was repeated after this improvement activity. The following indicators were taken into consideration in this instrument:

- Recognition of the importance of the theoretical and conceptual bases assumed for the improvement of the PEA-DEL, from a professional perspective in the Spanish -Literature career of the University of Pinar del Río "Hermanos Saíz Montes de Oca".
- Recognition of the PEA-DEL process from a professionalized perspective in the Spanish -Literature course at the UPR, as a professionalization process

based on the triadic relationship between motivations towards the study of language as a system with a professional-activity-communication approach.

- Coincidence of criteria in the importance that the PEA-DEL, from a professionalized perspective in the Spanish-Literature career, allows the resizing of the components of the process, which are specified in the professionalized linguistic teaching task, in the dynamics of the curriculum, from the determination of invariants of this process at the disciplinary level.

Before the delivery of the course, the following aspects were verified:

- The seven professors of the Linguistic Studies discipline recognize the importance of the theoretical and conceptual bases for the PEA-DEL from a professionalized perspective in the Spanish -Literature career, which represents 100% of the total number of professors.
- Three professors recognize the importance of understanding the PEA-DEL from a professionalized perspective in the Spanish -Literature career, as a professionalization process based on the triadic relationship that is established between the motivations towards the study of the language as a system with a professional approach- activity-communication, which represents 42%.
- Five professors agree on the importance that the PEA-DEL from a professional perspective in the Spanish -Literature career allows the re-dimensioning of the components of the process, which are specified in the professional linguistic teaching task, in the dynamics of the curriculum,

from the determination of invariants of this process at the disciplinary level, which represents 71%.

After the training course was taught, quantitative and qualitative changes were produced, visible in the following results:

- The seven professors surveyed recognize the importance of the theoretical and conceptual bases of the PEA-DEL, from a professional perspective in the Spanish -Literature career of the University of Pinar del Río "Hermanos Saíz Montes de Oca", which represents 100%.
- Five professors recognize the importance of understanding the PEA-DEL from a professional perspective in the Spanish -Literature career, as a professionalization process, based on the triadic relationship that is established between the motivation to study language as a system with a professional approach- activity-communication, which represents 71%.
- The seven teachers agree on the importance that the PEA-DEL, from a professional perspective, allows the resizing of the components of the process, which are specified in the professional linguistic teaching task, in the dynamics of the curriculum, from the determination of invariants of this process at the disciplinary level, which represents 100%.

It is noteworthy that 100% of the professors of the Linguistic Studies discipline, after the delivery of the course, recognize the importance of the theoretical and conceptual bases of the PEA-DEL from a professional perspective in the Spanish -Literature career. This represents an important step since, consciously, they direct this process, as a professionalization process that pays tribute

to linguistic training and the aspiration of the linguistic model.

They agree that the least achieved is that the contents that support the PEA-DEL from a professionalized perspective should be further enriched, particularly in the theoretical aspects that support the professionalized perspective, due to the importance it has within the PEA.

After carrying out the improvement program for the teachers of the Linguistic Studies discipline, three Professional Workshops were given for the study of the language as a system with a professional focus, with students of 1st, 2nd, 3rd and 4th year of the Spanish - Literature course.

These workshops are designed to systematize the identification of the professional problem that arises in the curricular dimension from the study of language as a system with a professional focus, through training actions that promote professional performance.

The professionalized linguistic teaching tasks start from involving the student in the invariants at the disciplinary level, contents through which they must go in order to extrapolate, analyze, compare and reach generalizations and to apply them to the solution of professional problems of the discipline that are proposed.

After the three workshops carried out, the application of the data collection method was proposed to the students of the Spanish-Literature career: in-depth sessions, by Hernández (2018), which allowed verifying the incidence of these, in such a way that the contents related to the study of the language as a system be systematized, with a professional approach and, with it, the need to improve the PEA-DEL from a professionalized perspective as a professional problem. The in-depth sessions

were applied at the end of each workshop, during the first semester of the 2016-2017 academic year, three in-depth sessions (Hernández, 2018); data collection method (p. 337).

The aspects that were taken into account for its development are shown below:

- The transit through the plans and levels of study of the language as a system with a professional approach; identification of the professional problems of the PEA-DEL from a professionalized perspective of the Spanish -Literature career in the curricular dimension.
- Carrying out the professional linguistic teaching task from a professional approach; training actions for the solution of PP directed towards the improvement of the PEA-DEL from a professional perspective.
- Design of educational strategies to solve the professional problem posed from the professionalized linguistic teaching task.

In the report prepared in the in-depth sessions, the students state that they have achieved:

- transit through the levels of reading comprehension;
- transit through the planes and levels of study of the language as a system with a professional focus;
- Greater personal involvement in the study of the language in an integrated manner, from activities that contribute to the professional approach.

They declare that the proposed activities:

- they focus on the study of the contents of each subject of the

Linguistic Studies discipline in an integrated manner;

- from the execution of the proposed tasks;
- through them they can establish a link with the contents that must be taught in secondary and higher secondary education;
- they are oriented to the study of normative documents;
- And tasks to solve work practice problems related to the teaching of linguistic content.

In addition, they have managed to solve the professional problems in carrying out the professionalized linguistic teaching tasks, which demonstrates the level of internalization in the PEA-DEL from a professionalized perspective, as well as the fact that, from the workshops, they managed to understand important linguistic aspects for their training as linguistic models, from the integration of knowledge, skills, values and attitudes to solve them.

In the data collected, it stands out that they recognize the link between the study of language as a system with a professional approach and the professional problems to be solved; a level of satisfaction with respect to the need to study the language as a system with a professional approach to achieve adequate linguistic training, an essential element in the Spanish-Literature specialty and, in addition, they felt motivated to assume mastery and use of these contents to the understanding of the linguistic phenomenon, from the solution of professionalized linguistic teaching tasks.

In the in-depth sessions, although it is not possible to quantitatively evaluate the level of satisfaction shown by the students who received the workshops, the parameters highlighted by them in the context of the sessions are a sample of the possibilities that the workshop represents for them, in order

to study the language as a system with a professional approach, which contributes to the development of the professional performance mode and linguistic training.

Therefore, in a general sense, one can speak of transformations achieved, both in the professors of the Linguistic Studies discipline and in the students.

The following achievements were evidenced in the teachers:

- mastery of language teaching methods linked to pedagogical methods;
- attention to the relationships of interdisciplinary, transdisciplinarity and multidisciplinary from the Linguistic Studies discipline;
- elaboration of professionalized linguistic teaching tasks, which allow students to approach the PEA of basic and upper secondary education;
- The implication with the most general professional problems of the object of work in relation to the teaching of the language.

As for the students, the main results are shown in:

- the successive increase in the study of the plans and levels of study of the language as a system with a professional approach, evidenced in the integration of knowledge, skills, values and attitudes in the study of the language as a system with a professional approach;
- Satisfactory achievement of transit through the levels of reading comprehension and through the plans and levels of study of the language as a system with a professional approach to apply it in teaching situations;

- greater personal involvement in the study of the language as a system with a professional focus;
- in creativity, in carrying out professionalized linguistic teaching tasks, which demonstrates the level of internalization in the PEA-DEL from a professionalized perspective;
- Metacognitive reflection and regulation, in the solution of professionalized linguistic teaching tasks and project proposals that allow the solution of professional problems presented in work practice.

## DISCUSSION

The authors of the article fully agree with the scholars of the subject who give linguistic training an important role within the PEA of the Linguistic Studies discipline. Abreu (2020) specifies that, in the linguistic training of students of the Spanish-Literature degree, the study of language as a system with a professional approach within the PEA of the Linguistic Studies discipline is of vital importance from a professionalized perspective, since that it achieves that from the linguistic subjects, and under the teacher's management, they actively appropriate the knowledge, skills, values and attitudes; thus they manage to apply them while solving professional problems, which enables the use and respect of the language as a tool and expression of professional identity, based on their training as linguistic models and their way of acting professionally.

There are several authors who have also considered that linguistic training is a determining issue in the professional of the Spanish - Literature career. According to García (2017) and Fierro (2018), it enables a greater knowledge of the study of the language and is essential in the context of

their activity and in the sense of professional identity; In addition, it guarantees the quality of the teaching-learning process of the Linguistic Studies discipline from a professional perspective: it as an expression of culture, identity and form of communication, to know, care for and preserve the historical-cultural heritage. It favors the strengthening of identity, not only professional but also cultural and in this, it is the language.

Studying it and training linguistically supporting the solution of professional problems of educational practice is part of professional identity, because it is in the sense that each student has their place in the development of society, in the solution of scientific, technological problems and educational ones that it faces, according to Fierro (2018); in the link with daily and work practice, at school and in the teaching unit, while developing their self-awareness and self-esteem.

It is to contribute to the formation of an individual in an integral way, prepared to face and solve the problems that arise in life, in social practice and to live in a world where every day there are more scientific, technical and technological. The results of this research corroborate the positions of these authors.

Other scholars of the subject bring valuable experiences to the investigation; To guarantee learning from linguistic subjects, a didactic strategy is needed that contributes to the improvement of the PEA of the Linguistic Studies discipline, from a professionalized perspective that allows, according to Álvarez (2020), the understanding of the linguistic phenomenon, the use of the pedagogical lexicon; This makes possible within the Linguistic Studies discipline the process of student training, which has as one of its objectives the achievement of efficient communicators.

This specialty, in its role as a linguistic model, achieves that it acquires greater connotation, since linguistic training fulfills its purposes.

Breijo (2017) affirms that it is important that the training process is designed in order to guarantee a professionalization process, which from the first year of the Spanish - Literature career and from the Linguistic Studies discipline is based on a conception that is sufficiently comprehensive, systemic and contextualized, so as to be closer to the realities to be faced in micro-universities.

Express Bailey-Moreno (2020) that the training processes in which university teachers participate during the teaching exercise are fundamental, since the knowledge of the discipline they teach, as well as their didactic skills, directly affects the development of teaching.

Through the training process, Breijo and Mainegra (2020) point out, professional interests and skills necessary for the qualitative turn of the subject towards professionalism must be developed; but these by themselves cannot explain the evolution of the student. The experiences that the subject will accumulate in the execution of different professional tasks will definitively mark their self-awareness and self-esteem in this field and will also make it easier for them to configure their professional identity.

In the Spanish -Literature career, the teacher becomes a professionalization advisor, says Mena (2017), who proposes ways to solve the professional problems of the Linguistic Studies discipline in an innovative and creative way; thus, it gradually develops and consolidates its modes of professional action, in relation to the demands of the socially constructed professional performance model.

This figure in the PEA of the Linguistic Studies discipline controls, according to

*Translated from the original in Spanish*

Miranda (2017), the weaknesses that must be overcome to adapt the institution to fulfill a more dynamic, flexible, up-to-date, effective and competitive role, while enhancing its strengths; that is, apply a constant self-assessment of its management.

In conclusion, it is stated that the implementation of the proposed didactic strategy enables the improvement of the Teaching-Learning Process of the Linguistic Studies discipline, from a professionalized perspective, in the Spanish -Literature career of the University of Pinar del Río "Hermanos Saíz Montes de Oca.

In the results obtained, it was found that the students achieved a greater linguistic training, since the two specific strategic actions make the teachers see the Teaching-Learning Process as a professionalization process that is based on the triadic relationship between the motivation towards the study of the language as a system with a professional-activity-communication approach, which allows the resizing of the components of the process, which are specified in the linguistic teaching task professionalized, in the dynamics of the curriculum, from the determination of invariants of this process at the disciplinary level.

These results evidenced levels of transformation that demonstrate that the didactic strategy for the improvement of the PEA of the Linguistic Studies discipline, from a professionalized perspective, in the Spanish - Literature career, contributes to linguistic training and the apprehension of the professional performance mode.

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### **Conflict of interests**

The authors declare no conflict of interest.

### **Authors contribution**

All authors managed the information, reviewed the writing of the manuscript and approved the version finally submitted.



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