



Original article

Proposal of analysis of texts of different classifications for the Intermediate Technician in Veterinary Zootechnics



Propuesta de análisis de textos de diferente clasificación para el Técnico Medio en Veterinaria Zootecnia

Proposta de análise de textos de diferentes classificações para o Técnico Intermediário em Zootecnia Veterinária

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ABSTRACT

In Cuba, based on the Third Educational Improvement, the Technical Vocational Education curriculum requires the training of specialists with a broad profile, fully integrated into society as active agents of its improvement and bearers of a general, technical and professional culture; accordingly, the objective was set out to present activities that, from a professional perspective, contribute to perfecting the teaching-learning process of the analysis of texts of different classifications, in the subject of Literature and Language, in the specialty of Veterinary Zootechnics. For this purpose, theoretical methods such as historical-logical analysis were used, the analytical-synthetic, inductive-deductive and the systemic-structural and functional; and empirical, document analysis, classroom

observation, and teacher interviews. As a result, deficiencies were detected in the didactic treatment of text analysis, given the insufficient interaction with technical texts, research articles, and regulations related to veterinary medicine. Therefore, activities related to the professional profile were designed by applying a set of operations. which included description, explanation, reflection, and assessment. It was concluded that the designed activities were based on a precise identification of the existing difficulties, for which a professionalized didactic approach was proposed.

Keywords: didactics; education; technical education; veterinary medicine; zootechnics.

RESUMEN

En Cuba, sobre las bases del Tercer perfeccionamiento educacional, el plan de estudio de la Educación Técnica Profesional precisa la formación de especialistas con un perfil amplio integrados plenamente a la sociedad como agentes activos de su mejoramiento, y portadores de una cultura general, técnica y profesional; acorde con ello, se trazó como objetivo exponer actividades que, desde un enfoque profesional, contribuyan a perfeccionar el proceso de enseñanza-aprendizaje del análisis de textos de diferente clasificación, en la asignatura Literatura y Lengua, en la especialidad Veterinaria Zootecnia. Para ello, se emplearon métodos teóricos como el análisis histórico-lógico, el analítico-sintético, el inductivo-deductivo y el sistémico-estructural funcional; y empíricos, el análisis de documentos, la observación a clases, y la entrevista a profesores. Como resultados, se detectaron carencias en el tratamiento didáctico del análisis de textos, dadas en la insuficiente interacción con textos técnicos, artículos de investigación y normativas relacionadas con la veterinaria, por lo que se diseñaron actividades, relacionadas con el perfil profesional, desde la aplicación de un conjunto de operaciones que transitó por la descripción, la explicación, la reflexión y la valoración. Se concluyó que las actividades diseñadas partieron de la identificación precisa de las dificultades existentes, para cuya resolución se propuso un tratamiento didáctico profesionalizado.

Palabras clave: didáctica; educación; educación técnica; veterinaria; zootecnia.

RESUMO

Em Cuba, com base no Terceiro Programa de Aperfeiçoamento Educacional, o currículo da Educação Técnica Profissional exige a formação de especialistas com perfil amplo, plenamente inseridos na

sociedade como agentes ativos de seu aprimoramento e dotados de cultura geral, técnica e profissional. Nesse sentido, objetivou-se apresentar atividades que, a partir de uma perspectiva profissional, contribuam para o aperfeiçoamento da processo ensino-aprendizagem para a análise de textos de diferentes classificações na disciplina de Literatura e Linguagem, na especialidade de Zootecnia Veterinária. Para tanto, foram utilizados métodos teóricos como análise histórico-lógica, análise analítico-sintética, análise indutivo-dedutiva e análise sistêmico-estrutural-funcional; e métodos empíricos como análise documental, observação de sala de aula e entrevistas com professores. Como resultado, foram identificadas deficiências na abordagem educacional para análise de textos, devido à interação insuficiente com textos técnicos, artigos de pesquisa e regulamentações relacionadas à medicina veterinária. Portanto, foram elaboradas atividades profissionalmente adaptadas com base em um conjunto de procedimentos que incluíram descrição, explicação, reflexão e avaliação. Concluiu-se que as atividades planejadas foram baseadas na identificação precisa das dificuldades existentes, e uma abordagem educacional profissionalizada foi proposta para solucioná-las.

Palavras-chave: didática; educação; ensino técnico; medicina veterinária; zootecnia.

INTRODUCTION

The continuous changes facing humanity directly impact the educational processes that each country adjusts to reflect its development and political, economic, and social vision.

In Cuba, based on the Third Educational Improvement, the Technical Professional Education (ETP) curriculum requires the training of specialists with a broad profile fully integrated into society, as active agents of its improvement, which is why one of its objectives is to train a professional, bearer of a general, technical and professional culture. Embracing this culture requires recognizing the need for the integration of ideas, and, therefore, it is the result of the corresponding socio-labor activities, as a concrete expression of the professional qualities of the workers who carry them out.

The above serves as support for the design of the training model for the Intermediate Technician in Veterinary Zootechnics, as a professional who guarantees sustainable, sovereign and resilient production, in accordance with the Sustainable Development Goals set out in the 2020-2030 Agenda, framed in the need to provide quality education, and the development of technical and professional

skills that promote lifelong learning opportunities, from the integration of zootechnical content (Acuña et al., 2025).

These competencies must ensure the preparation of future professionals to conduct analyses with a sufficient agronomic and economic foundation, to face the challenges of modern livestock production, to apply new sustainable technologies that save material and human resources, and to efficiently produce safe food that meets the growing needs of the population.

In this educational context in improvement, the subject Literature and Language in the Technical Intermediate in Veterinary Zootechnics contributes to the formation of students as efficient communicators, from the appropriation and use of the native language in the different contexts of personal and professional performance; however, it is observed that the analysis of texts focuses on literary appreciation, rather than on the development of a critical analysis that brings the work under study closer to the professional profile of the graduates, and to the interests and the changing educational needs of their educational and work context.

The results of the research project "Middle-Level Vocational Training in the Conditions of Pinar del Río" show how ETP graduates, when confronted with the subject of their profession, have shortcomings in professional communicative competence, highlighted by a number of factors. Among these, the difficulties in the areas of general and basic education are emphasized, since during the teaching-learning process (TLP), students are not always exposed to discursive genres that integrate literary and professional norms to understand, analyze, and construct texts.

These shortcomings remain latent in the training of the Intermediate Technician in Veterinary Zootechnics of the Polytechnic Center (CP) "Pedro Concepción Tamargo", of Pinar del Río; from this, it is considered a necessity to improve the TLP of the analysis of texts of different classification (Barrera et al., 2022), in the subject Literature and Language, which allows them to efficiently face a changing work world, from working with texts of different classification, and a professionalized approach, updated, interdisciplinary and developer.

Therefore, the objective was to present activities that, from a professional perspective, contribute to perfecting the TLP of the analysis of texts of different classification, in the subject of Literature and Language, in the specialty of Veterinary Zootechnics.

MATERIALS AND METHODS

There were applied theoretical methods, as historical-logical analysis were used, to delve into the background and trends that support the TLP of the analysis of texts of different classification in the subject of Literature and Language, in the specialty of Veterinary Zootechnics, in accordance with current concepts; the analytic-synthetic and inductive-deductive, to address the different approaches to the process studied, make inferences and establish generalizations; and the systemic-structural-functional, to conceive the activities and their dynamic relationship in the development of the TLP of the analysis of texts of different classification in that specialty.

The empirical methods employed were document analysis related to the TLP, analyzing texts of different classifications in the subject of Literature and Language, in the Veterinary Animal Science specialty, to clarify their background and current status; classroom observation, to verify the development of the TLP components studied; and teacher interviews, to gather information on the current status of the process and their mastery of the didactic approach to follow, in order to prioritize the functional component of analysis in texts of different classifications.

The sample consisted of 80 first-year students in Veterinary Animal Science; 20 students from the aforementioned field and three professors from the Literature and Language course, all from the "Pedro Concepción Tamargo" Polytechnic Center in Pinar del Río, were selected as a sample.

RESULTS

As a result of the document analysis, it was inferred that there were inconsistencies in the subject program for the treatment of the process of analyzing texts of different classifications with a professional focus on the specialty, since the literary artistic text was prioritized; in the methodological guidelines, links between text analysis and the object of the profession were not always established; and in the preparation of the subject, text analysis activities were not addressed with a professionalized focus, so it was possible to establish that the methodological projection of the subject for the treatment of the process of analyzing texts of different classifications contributed little to the professional model of the specialty.

Five classes were observed in the Veterinary Zootechnics to evaluate the strengths and limitations of teachers' teaching of text analysis of different classifications in the subject of Literature and

Language. Teachers were asked to collaborate, a preliminary analysis was established based on the observation guide, and they were informed that these are sources for verifying the initial state of the problem under study.

The analysis of the application of the instrument revealed that deficiencies persist in the management of the professional problem-object-objective relationship in the development of the actions planned for the text analysis process and in the treatment of the professional content of the specialty; the inadequacy of the application of specific methods for analysis that did not manage to transit through the description, explanation, reflection and semantic, syntactical and pragmatic evaluation of the texts, and that these covered the different classifications, in accordance with the professional profile.

Likewise, the teaching-learning media did not exploit the integration of literature and technical training to promote creativity and practical application in professional contexts, through commentary, reflection, and critical assessment. Nor did they include advances in information and communications sciences, such as artificial intelligence (AI) tools. Likewise, the forms of organization and assessment were repetitive, with the teacher as the center of the TLP dominating and not contributing to the professionalization of the content.

In the interview conducted with three teachers who taught the subject, the recurrent nature of the TLP was taken into account, since these teachers move through the academic years at the beginning of the school years. When selecting teachers, their years of experience teaching the subject at the ETP and in the Veterinary Zootechnics specialty were considered.

The interview aimed to collect and analyze knowledge of the TLP from text analysis. in the subject, which covered different classifications and responded to the professional profile. As a result, 100% of those interviewed stated that professional problems were not a starting point in their text analysis.

They agreed in expressing that the content worked on was in correspondence with the methodological orientations of the Literature and Language program, which is why literary content was prioritized; of them, 33.33% (1) proposed not to establish intertextualities and 66.66% (2) did not use other textual classifications. 100% acknowledged not moving from description and explanation to reflection and assessment in the analysis; and 66.66% (2) used traditional teaching-learning media and only one used technology; 100% stated that frontal use predominated in the Literature and Language class, and that teacher evaluation predominated over other assessment methods.

The shortcomings found in the TLP of Literature and Language subject in the Veterinary Zootechnics specialty had implications for the development of the TLP for text analysis. Prioritizing written literary texts, students engaged little with technical texts, research articles, and regulations related to veterinary medicine. Based on the results, it was decided to include activities that, from a professional perspective, would enhance the TLP under study.

It was started by conceptualizing the activity, derived from the Latin *activitas* that evolved from the sum of *actus*, understood as carried out; *ivo*, used to indicate active or passive action; and the suffix *-dad*, used to indicate clarity. Considered to be the minimum level and indivisible action for the purposes of a formal allocation of resources, operations or tasks carried out as part of the integrated interpretation process.

The activity in the TLP was treated as a system of relationships between historically conditioned, culturally organized individuals and their closest surroundings; and environment, context or scenario was understood as that surrounding the activity, but at the same time it was intertwined with it, and only from him did the goals of students and teachers and the instruments that were used to achieve them make sense. From this perspective, it was considered the activities for the TLP of the analysis of texts of different classification with a professional approach, in the subject Literature and Language, in the specialty Veterinary Zootechnics with a formative purpose, to develop basic skills.

Textual analysis was established as key to motivating new knowledge directly related to professional work; enhancing the extrapolation of content to their profile and to real-life contemporary communication contexts by developing critical thinking skills to evaluate information, argue, and make fundamental decisions in their field; improving the ability to communicate effectively with animal owners and colleagues; writing scientific reports and studies in a structured and concise manner; promoting animal welfare awareness projects; and developing public speaking skills when presenting research topics.

By establishing interdisciplinary links with the rest of the subjects in this profession, a more active and participatory approach was promoted in the classroom; in turn, specialized subjects assumed analysis through critical reading of the texts covered, with the aim of preparing students to face a world that values both technical competence and critical analysis skills.

By analyzing texts of different classifications, topics relevant to businesses were explored, such as corporate identity, social responsibility, and ethics; the language used in business communication,

in the contexts of marketing, advertising, and public relations; and topics of leadership and personal development, relevant to recognizing how narratives are used in the business world.

As a general objective of the activities, it was proposed to improve the analysis of texts of different classification for first-year students of the Veterinary Zootechnics specialty. According to the contemporary digital context, the methodological considerations were based on:

Follow a set of operations which went through description, explanation, reflection and assessment in the activities for the analysis of texts of different classification which were enriched by the use of interactive AI tools such as chatGPT, Microsoft Copilot, or Grammarly. The proposed set of operations was:

- Presentation of the text, significant information about the author and characteristics of the period.
- Establishment of the general characteristics of the analyzed text.
- Determining the first message of the text.
- Locating explicit information in the text.
- Determination of cohesive means or procedures for textual cohesion, and precision of contextual meaning.
- Determining the key words, recurring ideas, semantic networks, and key semantic or associative fields of the text.
- Making inferences.
- Determining the main or transcendental idea of the text.
- Reflective linking of the text's messages and the student's universe of knowledge.
- Judgment, criticism and evaluation of the text.

The activities were inserted in the different units of the Literature and Language classes, in accordance with the contents, where the teacher and the students they proposed authors and texts, in accordance with the age and context of vocational training; the activities were:

- Activity 1. Music and work: motivation or distraction? (Inserted in Unit 1. The emergence of art and literature. References to ancient Eastern literature. Reading and studying a selection of texts: work songs, proverbs, sayings, myths, and legends.)

- Activity 2. Literature, language and artificial intelligence I (Inserted in unit 2. Systematization of word categories. From the syntagm to the sentence. Syntactic analysis of simple sentences).
- Activity 3. A peculiar painting in my city (Inserted in unit 3. Text as a basic unit of communication).
- Activity 4. Horse breeding: a passion in ancient and modern times (Inserted in units 4. Classical literature: Greece and Rome. Importance of its legacy for humanity. Study of Homer's Iliad; and unit 5. Medieval and pre-Renaissance European literature. Reading and study of The Prisoner's Romance, a sonnet by Petrarch and a tale from the Decameron by Giovanni Boccaccio).
- Activity 5. Languages, literature and artificial intelligence II (Inserted in the unit) 6. The compound sentence. Classification. Practice).
- Activity 6. Women's struggle against stereotypes: past and present (Inserted in the unit) 8. The Golden Age of Spanish Literature. The Figure of Miguel de Cervantes. A Study of The Ingenious Gentleman Don Quixote of La Mancha.
- Activity 7. Laws and justice also for animals (Inserted in the unit) 10 Classical French Theatre. Reading and Study of Molière's Tartuffe.

It was considered important to clarify that the proposed activities are not the only ones to address the analysis; each teacher through communication and interaction with the group can propose based on logic and coherence texts of different classifications and activities that enrich the treatment of the analysis, in accordance with their professional profile.

Below is one of the activities developed in class, as an example of the possible questions that guide the analysis, where the novel studied was used as a starting point and a semantic relationship was established to address the same general theme in a text with a different typology. Activity 6, titled: Women's Struggle Against Stereotypes: Past and Present, was included in Unit 8: The Golden Age of Spanish Literature. The Figure of Miguel de Cervantes. A Study of The Ingenious Gentleman Don Quixote of La Mancha. Given the general nature of the discussion addressed in the title, this was planned as one of the closing activities for the analysis of the literary work; accordingly, the proposed set of operations was contextualized through the following questions.

After delving into The Ingenious Gentleman Don Quixote of La Mancha, from the analysis of some of its most significant passages, and understanding the universal scope of a message raised in the 17th century, in Spain:

1. Identify and extract passages from the first part of the novel where the following characters appear: Dulcinea, Marcela, Dorotea, Luscinda, Zoraida; and in the second part: Teresa and Leandra (In this answer the use of the chatGPT tool was proposed).
 - a. Describe the circumstances in which these characters find themselves. (Same, the students' response was compared with that given by the chatGPT, was reviewed as part of the individual study indicated in the previous class).
2. What did Dulcinea del Toboso do, according to the novel (Search for specific information).
 - a. Does Dulcinea physically appear in any passage?
 - b. How does Don Quixote describe her?
 - c. How does Sancho describe her?
 - d. What is the difference in the novel between Dulcinea's love and that of the other female characters (Inference was used to reach conclusions).
3. In the play, do the women assume submissive or independent positions? Discuss (reflect).
 - a. Does the treatment of women in Cervantes' novel reflect the values of Renaissance humanism? (assessment)
4. Centuries have passed since Miguel de Cervantes conceived The Ingenious Gentleman Don Quixote of La Mancha; however, prejudices against women persist in the 21st century. Read the following text carefully:

Factors that drive and inhibit female empowerment (...) in the process of female empowerment, the close environment plays a particularly important role since, commonly, patriarchal patterns and subordination are perpetuated or suppressed in the family.

The inclusion of women in the labour market is shown as a progressive opportunity that, in many cases, allows to overcome gender stereotypes and open the way to female empowerment, since it impacts on family and personal life, by breaking with established gender roles

- a. In the presence of what type of text we are (From individual study was oriented the reading of the full article, its classification and characteristics according to style. (This content interrelates with what was studied in unit 3).

- b. After reading, look up the meanings of words you don't know and model situations where you can use them, with the help of chatGPT, or another digital tool.
- c. What general theme does the text address? (The students' responses were compared with those provided by chatGPT.)
- d. Extract from the text what factors drive or inhibit female empowerment.
- e. Establish a semantic network with the words that appear in the text for the noun phrases:
 - empowerment
 - stereotypes
- f. What is the central idea of the text? Classify it (The students' answers were compared with those given by the teacher). chatGPT).
- g. Are there established gender roles in the veterinary specialty in animal husbandry? Argue.
- h. Research Cuban or foreign women who have distinguished themselves as directors, veterinarians, researchers, technical entrepreneurs, and engineers. Write a summary of their main contributions. (The students' responses were compared with those provided by the teacher.) chatGPT, was planned to be developed as part of the individual study).

The evaluation was conceived as a process, it was systematic and oral, with the implementation of self-, co- and hetero-evaluation.

DISCUSSION

The methodological approach of the subject was consistent with focusing on the text as the core of the learning tasks; establishing the relationship between the essential components and processes from understanding, analysis, and the construction of meanings and senses; orienting the analysis toward specific objectives; and ensuring the selectivity of content and texts.

In accordance with this guiding document, the proposal was to study literary works and include texts of different classifications to explore the different specialties of the technical profile. This would contribute to professionalization by uncovering interesting facts to enrich and perfect the use of technical vocabulary.

It was agreed with Pérez et al. (2022) and Pinto and Linares (2023) that the contents covered should be assumed from the commentary, reflection and critical assessment, to favor the integration of

literature and technical training, and promote creativity and practical application in professional contexts.

Delving into the new considerations surrounding the Literature and Language class, Machin et al. (2023) and Veloz et al. (2020) addressed its teaching-learning in pre-university and, although in a different context than the research presented, their positions were assumed to illuminate the way, because: in the face of students' demotivation for the study of literary works, often rote and passive, which divorces the intrinsic relationship between language and literature; the development of literary competence is imposed by analyzing, analyzing, with an operational and comprehensive nature for the appropriation of knowledge, the development of skills and the implementation of technologies.

From a perspective that involved a diagnostic study of teachers of different subjects and specialties of the ETP, to reveal their communicative needs in the direction of the TLP, León (2022) presented a methodological strategy, with an integrative and systematic character where linguistic knowledge converged, sociolinguistic, strategic and discursive; in this sense, it was considered that interdisciplinary relationships supported the analysis of texts of different classifications and greater cooperation and improvement of teachers on the professionalization of content.

In the context of the transformations brought about by Industry 4.0 and the presence of digital technologies in educational fields, in the activities developed for the analysis of texts of different classification in first-year students of the Veterinary Zootechnics specialty, its use was specified as a tool and competence, since technological change influences the communicative, creative and learning process, and affects the personal and professional training of the student, group and teacher, how it is taught and how it is learned and in the construction of knowledge, to form and develop specific and transversal competences such as identifying, managing, comparing, organizing, understanding, analyzing, valuing, constructing and others (Ribera & Díaz, 2024).

The inclusion of the virtual environment in the teaching-learning process of general animal husbandry as a teaching medium, in the opinion of Pavón (2023); Pavón et al. (2021), favors the achievement of objectives, the solution to practical problems with the treatment of content and participatory methods to promote cooperative learning.

In the proposal presented, the analysis and construction of texts were reconciled of different classification, for the Medium Technician in Veterinary Zootechnics with the use of AI (Díaz, 2024; Marín & Carbonell, 2024; Souza, 2025). Thus, the use of these tools in text analysis made it possible

to delve deeper into different bibliographic sources; establish the connection between different areas of knowledge, disciplines and topics; use algorithms and operations; compare conclusive ideas and their conception, organization and improvement; in addition to contextualizing the limits of the study, among other benefits to the TLP (Ramos et al., 2024).

It is concluded that, in the context of the ETP in the specialty of Veterinary Zootechnics, it was found that the analysis of the literary text established few links with the professional profile and was not very attractive for a student who found it difficult to decode, with the conventions of fiction, the literary work as artistic literature.

The activities designed to improve the TLP of the analysis of texts of different classification, with a professional focus, in the subject Literature and Language, were inserted in the different units and followed a set of operations that went through description, explanation, reflection and evaluation.

The activities included analysis of texts of different classifications to encourage knowledge related to the professional profile; promote the extrapolation of content to real-life contemporary communication contexts through the development of critical thinking; evaluate information, argue, and make decisions; write reports and scientific studies in a structured and precise manner; promote projects to raise awareness about animal welfare; and develop public speaking skills when presenting research topics.

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Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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