ISSN: 1815-7696 | RNPS: 2057 | Mendive. Journal on Education. Vol. 24, e4637
Chacón Rivas, Y.; Ramos García, C. de las N.; Aguilar Hernández, V.; Mirabal Asco, A. C. "Methodological preparation workshops for the construction of texts with artificial intelligence".
https://mendive.upr.edu.cu/index.php/MendiveUPR/article/view/4637

2026

Original article

Methodological preparation workshops for the construction of texts with artificial intelligence

Talleres de preparación metodológica para la construcción de textos con inteligencia artificial

Oficinas de preparação metodológica para a construção de textos com inteligência artificial

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Received: 28/04/2026
Accepted: 4/07/2026

ABSTRACT

Given the reality of the impact of Computerization on all the processes that surround contemporary man, the training of trained professionals is essential to successfully face the digital challenges of the world of work. In this context, professional improvement in Technical and Professional Education evolves and innovates from new theoretical-practical conceptions, with the purpose of achieving quality in teacher preparation and its scientific-technical updating; Consequently, the objective was set to present methodological preparation workshops for the improvement of Spanish-Literature

Translated from the original in Spanish

teachers on the construction of texts with the use of artificial intelligence, in the Veterinary Zootechnics specialty. In the research, theoretical methods such as historical-logical analysis, hypothetical-deductive analysis, and modeling were used; and empirical, documentary analysis, scientific observation of classes and interviews. As a result, in the methodological preparation workshops for the improvement of Spanish-Literature teachers, knowledge about textual construction with the use of artificial intelligence, in Veterinary Zootechnics, was problematized, substantiated and contextualized, from questioning. In the proposed workshops, aspects that covered the construction of analog and digital texts, their scientific and methodological updating, cognitive and metacognitive actions to be developed to achieve this, and the advantages and disadvantages of the use of artificial intelligence in this process were discussed.

Keywords: Spanish-Literature subject; technical and professional education; professional improvement; Veterinary Zootechnics specialty.

RESUMEN

Ante la realidad del impacto de la Informatización en todos los procesos que rodean al hombre contemporáneo, se impone la formación de profesionales capacitados para enfrentar con éxito los desafíos digitales del mundo laboral. En este contexto, la superación profesional en la Educación Técnica y Profesional evoluciona y se innova desde las nuevas concepciones teórico-prácticas, con el propósito de alcanzar calidad en la preparación docente y su actualización científico-técnica; en consecuencia, se trazó como objetivo presentar talleres de preparación metodológica para la superación de los profesores de Español-Literatura sobre la construcción de textos con el uso de la inteligencia artificial, en la especialidad Veterinaria Zootecnia. En la investigación, se utilizaron métodos teóricos como el análisis histórico-lógico, el hipotético-deductivo, la modelación; y empíricos, el análisis documental, la observación científica a clases y la entrevista. Como resultado, en los talleres de preparación metodológica para la superación de los profesores de Español-Literatura se problematizaron, fundamentaron y contextualizaron, desde el cuestionamiento, conocimientos sobre la construcción textual con el uso de inteligencia artificial, en Veterinaria Zootecnia. En los talleres propuestos, se debatieron aspectos que abarcaron la construcción de textos analógicos y digitales, su actualización científica y metodológica, acciones cognitivas y metacognitivas a desarrollar para lograrlo, y las ventajas y desventajas del uso de la inteligencia artificial en este proceso.

Palabras clave: asignatura Español-Literatura; educación técnica y profesional; superación profesional; especialidad Veterinaria Zootecnia.

RESUMO

Considerando o impacto da informatização em todos os processos da vida contemporânea, a formação de profissionais capazes de enfrentar com sucesso os desafios digitais do ambiente de trabalho é essencial. Nesse contexto, o desenvolvimento profissional no Ensino Técnico e Profissional está evoluindo e inovando a partir de novas abordagens teóricas e práticas, com o objetivo de alcançar a qualidade na formação docente e sua atualização científico-técnica. Consequentemente, o objetivo deste trabalho foi apresentar oficinas de preparação metodológica para o desenvolvimento profissional de professores de Literatura Espanhola sobre a construção de textos utilizando inteligência artificial, especificamente na especialização em Medicina Veterinária e Zootecnia. A pesquisa empregou métodos teóricos como análise histórico-lógica, raciocínio hipotético-dedutivo e modelagem; e métodos empíricos como análise documental, observação científica em sala de aula e entrevistas. Como resultado, as oficinas de preparação metodológica para o desenvolvimento profissional de professores de Literatura Espanhola problematizaram, fundamentaram e contextualizaram, por meio de questionamentos, o conhecimento sobre a construção de textos utilizando inteligência artificial em Medicina Veterinária e Zootecnia. As oficinas abordaram aspectos como a construção de textos analógicos e digitais, sua atualização científica e metodológica, as ações cognitivas e metacognitivas a serem desenvolvidas para atingir esse objetivo e as vantagens e desvantagens do uso da inteligência artificial nesse processo.

Palavras-chave: disciplina de Literatura-Espanhola; ensino técnico e profissional; desenvolvimento profissional; especialização em medicina Veterinária e Zootecnia.

INTRODUCTION

Faced with the reality of the impact of Industry 4.0 on all the processes that surround contemporary men, the training of qualified professionals to successfully face the digital challenges of the world of work is imperative. From there, UNESCO (2021) pronounces policies to be implemented in relation to

the use of artificial intelligence (AI) in education, with equitable and inclusive access, humanist pedagogical approaches and ethical standards that favor teacher training.

With the proliferation and use of information and communication technologies (TIC), the PEA has transitioned to new forms, where AI imposes a new and efficient approach, demonstrated in intelligent tutoring, the increase in student retention and teaching efficiency (Peñafiel et al., 2025), and curricular development, personalization of content, proposal of methods, means, evaluation and communicative interrelationship between students and teachers (Troncoso et al., 2023).

In this regard, it coincides with Zumba et al. (2023) when it is necessary that teaching excellence must be conceived from the perfection of modes of performance and educational models, adapted to the new demands of ICT, as are the tools of AI.

In this context, professional excellence in Technical and Professional Education (ETP) evolves and innovates, from new theoretical-practical concepts, with the purpose of achieving quality in teaching preparation and its scientific-technical updating (Alarcón & García, 2024; Ferrer & Díaz, 2025); Consequently, the teachers who impart the Spanish-Literature designation in the ETP advocate for a professional overcoming on the textual construction with the use of AI, which implies the changes to which contemporary education is faced.

In this sense, the investigations consulted address several artists: Acosta and Andrade (2024); Marín and Carbonel (2024); Nodals (2024) deepens the textual construction process with the use of AI; however, Pérez and González (2025) in how the construction of texts is transformed into the ETP, through creative writing in the Spanish-Literature class; García et al. (2025) addresses the use of AI, its benefits, challenges and implementation strategies in professional technical training, with the aim of preparing and strengthening students to face a globalized digital market.

However, insufficiencies are observed in the development of the professional advancement of Spanish-Literature teachers, marked by the limitations of the construction of texts with the use of AI and its application in the solution of professional situations, typical of the Veterinary Zootechnics specialty; This is why I proposed as the objective of this article to present methodological preparation workshops for the improvement of Spanish-Literature teachers on textual construction with the use of AI, in the specialty Veterinaria Zootecnia del Polytechnic Center (CP) "Pedro Concepción Tamargo", from Pinar del Río.

MATERIALS AND METHODS

In the investigation, a mixed methodology was used, with a predominance of a qualitative approach. On the basis of the dialectical-materialist conception, theoretical methods such as historical-logical analysis will be used to decompose and integrate conceptions, determine characteristics, features, regularities, trends and the logic of the studied process; the hypothetical-deductive, to infer hypotheses through the analysis of obtained empirical data and deduce new predictions and practical conclusions of the same.

The model, for the elaboration of methodological preparation workshops for the improvement of Spanish-Literature teachers on textual construction with the use of AI, in the specialty Veterinaria Zootecnia del CP "Pedro Concepción Tamargo", de Pinar del Río.

As empirical methods, documental analysis allows us to inquire about the continued updating of the use of AI in the construction of texts and, consequently, design methodological preparation workshops for Spanish-Literature teachers; there is scientific observation of classes, to diagnose the initial state of the process; and in this interview, to understand the state of opinion of Spanish-Literature teachers on professional achievement for textual construction with the use of AI, in the specialty Veterinaria Zootecnia del CP "Pedro Concepción Tamargo ", from Pinar del Río.

RESULTS

The analysis of the results obtained makes it possible to identify regularities in the professional achievement of Spanish-Literature teachers, for the construction of texts using AI, in the specialty Veterinaria Zootecnia such as:

- The recognition of teachers of the importance and need to develop textual construction with the use of AI, as a condition to enhance it in the Spanish-Literature designation, from the construction of texts and in the educational scope in general.
- Difficulties in dealing with the objectives and contents of textual construction with the use of AI, for the solution of professional situations specific to the Veterinary Zootechnics specialty.
- Limitations on the use of AI as a pedagogical resource, to motivate students with innovative activities in the planning, textualization and self-revision subprocesses of texts related to the profession.

- Theoretical-methodological insufficiencies to treat textual construction with the use of AI, in the specialty Veterinaria Zootecnia.

Consequently, methodological preparation workshops were designed for the professional advancement of Spanish-Literature teachers, on textual construction with the use of AI, in the Veterinary Zootechnics specialty.

Overcoming is conceived from methodological work, to achieve better results in this and its achievement in the didactic preparation of teachers, in correspondence with the professional profile; therefore, the methodological work plan, focuses on resolving didactic-methodological insufficiencies and tributing to the solution of detected and valued regularities in the balance of the methodological work of the previous course and adapting them to the real needs of teachers, to carry out methodological tasks, specifically related to themes such as textual construction with the use of AI.

In this way, in the methodological preparation workshops a coherent relationship was established with the methodological work system at the concrete level of application, from the overcoming needs of Spanish-Literature teachers. It is conceived with a didactic structure of participatory, free, proactive and responsible action; A flexible and enriching guide, based on developmental learning and the activation of critical thinking, from theoretical-practical integration.

Its purpose encompasses the coherence of scientific and practical work, in order to address this problem and design its solution, from the establishment of intra and interdisciplinary relationships between texts worked on under the heading Spanish-Literature and others that respond to the Veterinary Zootechnic specialty and identify and develop capabilities for this work in, with and for the group.

As basic tasks of methodological preparation tasks for the professional advancement of Spanish-Literature teachers, they were to problematize, from the questioning, the textual construction with the use of AI, in the specialty Veterinaria Zootecnia; substantiate knowledge on the topic, in terms of problem solving, with proposals for changes and ways to achieve it; update and renew content and professional skills with AI development; and professionalize and contextualize the content to the specialty Veterinaria Zootecnia.

The general purpose of the methodological preparation workshops was to debate about a problem related to the basic training process in this specialty, where Spanish-Literature teachers discussed and

reflected on experiences related to the topic addressed; with solution alternatives, from knowledge and experience suited to the demands of changes in education, in the context of Industry 4.0.

The starting point was to adopt the principles to determine the textuality of the digital text, established by Domínguez (2019): hypertextuality, multilineality, multimediality, interaction and virtuality. Hypertextuality, rooted in the transformation of the text into a hypertext, from where it opens a text and its links refer to other texts, which, in turn, contain other links and new texts; The multilineality, to transform the linearity, puts the reader away from the linear notion of reading, with infinite possibilities of activating hypertexts to navigate from one unit of information to another, where the modes of reception and evaluation of speech are modified, with multiple reading itineraries.

Multimediality, encompassed in multiple information units such as verbal, visual and auditory; However, interaction is established between the user and the computer system, for the production and interpretation of the text and its meaning in digital format, which also implies the conception of the virtual as potential; In this sense, there virtuality is the criterion that describes and explains the characteristics of the text and electronic textuality, which particularizes them, since they only exist here and now when they are updated through the screen of any electronic device.

These digital textuality criteria function as constitutive principles of digital communication to create and define it for the elaboration of digital texts with the required quality. In the construction of texts with the use of AI, in the Veterinary Zootechnics specialty, it is complex, given the multiplicity of knowledge that converges in this process, such as linguistics, communicative, specialized and technological, integrated into the production of the text, with a defined style, according to needs, expectations and context.

These principles guide the pedagogical process, highlighting the importance of the quality that the teacher manages, as this is made up of a sequence of activities and actions dialectically related to each other, to achieve a goal or end as a result, supported by human, financial and material resources, from where the first have a leading and leadership role, to have the ability to direct efficiently and effectively.

The methodological preparation workshops for professional advancement had the objective of preparing teachers for the Spanish- Literature designation in the process of constructing texts with the use of AI, in the Veterinary Zootechnics specialty.

General methodological indications:

- Diagnose and identify the needs and interests of Spanish-Literature teachers, related to the construction of texts with the use of AI, in the specialty Veterinaria Zootecnia and its inclusion and treatment in workshops.
- Present the modeler of the previously chosen workshops, and the structure of the same (introduction, development and conclusions).
- Clarify and argue the methodological problem and present the objective.
- Organize the workshop members into small groups and determine the professional tasks to be resolved.
- Work on resolving these tasks, debate and delve deeper into the possible causes of the methodological problem.
- Evaluate the possible alternative solutions to the proposed methodological problem.
- Display the results of the tasks assigned to each team.
- Carry out conclusions mediated by the coordinator, based on the results of the workshop and self-, co- and heteroevaluation; argue the positive, the negative and the speaker's interest.
- Write a document with the main actions and results of the workshop.

Specific methodological indications:

- Deepen and update knowledge about text construction, its stages and sub-processes.
- Know and apply AI tools in the PEA of text construction.
- Use the digital text in all its oral, written, iconic and audiovisual forms, to enhance the PEA of text construction.
- Enhance the development of reflective thinking in solving problems associated with textual construction with the use of AI, in the Veterinary Zootechnics specialty.

The meetings were organized by themes that encompassed the debate on aspects of the PEA of the construction of analogue and digital texts; scientific and methodological updating of the topic treated as a result of national and international investigations; advantages and disadvantages of the use of AI in this process; and cognitive and metacognitive actions for the construction of texts using AI, in the specialty Veterinaria Zootecnia. The continuation is an example of one of the methodological preparation workshops for the professional advancement of Spanish-Literature teachers, on textual construction with the use of AI, in the Veterinary Zootechnics specialty.

Taller 3. Advantages and disadvantages of the use of AI in textual construction, in the specialty Veterinaria Zootecnia

Methodological conceptual problem: how to establish the advantages and disadvantages of the use of AI in textual construction, in the specialty Veterinaria Zootecnia?

Objective: to characterize the AI implementation in textual construction, in the Veterinary Zootechnic specialty, from the establishment of advantages and disadvantages of its use.

Content system:

The most used AI tools in text construction; the most accessible, reliable and productive in use; textual construction using AI in the specialty Veterinaria Zootecnia; advantages and disadvantages of the use of AI in the textual construction process in this didactic context

Forms of organization: Taller (small groups)

Method: expository

Workshop dynamics

Introduction:

- Presentation of the theme and objectives.
- Organize the workshop members into small groups and determine the professional tasks to be resolved.
- Exposure by participants of independent activities, oriented forward, to establish feedback.
- Listen to participants' interventions on the use of AI tools in the construction of texts and their contextualization in the Veterinary Zootechnics specialty, and debate fundamental aspects such as the most used by students and teachers, the most accessible, reliable and productive, in addition to the ethical aspects of its use.

Development:

- Work on resolving the tasks assigned in each group; the possible causes of the methodological problem were debated and in-depth.

- planned teaching tasks were presented to the collective.
- The results of the tasks assigned to each group will be discussed.
- Practical experiences on the subject were valued, through the example of some experiences.

Conclusions:

- Based on the previous analysis, the conductor asked the participants to make a summary of the main questions discussed in the meeting.
- We reflected on the positive, negative and interesting aspects obtained from collective discussion.
- Valuations and conclusions of the same will be carried out.
- The conductor guided the activities to be carried out in preparation for the next meeting, the bibliography to consult and the notes of the new elements.

Control methods:

Self-evaluation was used as a process of reflection and regulation of learning, which allowed team members to identify the strengths and weaknesses of their learning on the topic, co-evaluation based on the exchange of valuation judgments on performance, difficulties and plans for self-improvement and to conclude if carried out heteroevaluation, for the final valuation of the activity.

Aspects to work independently as self-preparation for the next methodological meeting: Cognitive and metacognitive actions for the construction of texts with the use of AI, in the specialty Veterinaria Zootecnia. Scientific and methodological update of the topic treated as a result of national and international investigations.

DISCUSSION

Education has always been mediated by scientific-technical advances, in contemporary times this reality encompasses all educational fields where professional excellence guarantees a permanent balance between those who exercise the profession and the development of ICT.

Ferrarelli (2024) addresses the existence of ethical and pedagogical dilemmas and misunderstandings about the use of AI tools, among the first is the management for the privacy and security of data, the increase and reproduction of existing data in the data used and the lack of transparency and

responsibility in its design and use; However, in the educational sphere, dilemmas arise about the authenticity of student learning evidence, with tools such as ChatGPT, Gemini or Copilot organizing texts and responding automatically, which facilitates plagiarism and hinders the evaluation of true learning.

Regarding the standardization of content in the personalization of learning, through automated processes, there is still no research that supports such benefit, and the existence of two open trends is needed: to differentiate the trajectories so that each student reaches their maximum potential based on their experiences, culture and preferences; and to design alternative paths so that all students achieve a standardized achievement.

However, Luzuriaga et al. (2024) recognize the relationship between students, teachers and AI, according to the needs, possibilities and access of each of the involved parties; where AI does not assume itself as the replacement of the teacher's labor, but rather as a tool that facilitates the updating of content and its dissemination, but also of geographical, social or economic barriers. These researchers need among the benefits of using AI as a teaching tool, linked to the development of personalized pedagogical actions in a synchronous or asynchronous way, access to scientific information, the review of work and the search for creative and innovative ideas.

In this same line of thought, Vieriu and Petrea (2025) reveal with the results of their investigation that among the benefits of using AI are improvements in academic results and student participation; and challenges such as excessive dependence, diminished critical thinking and academic dishonesty; Furthermore, it coincides with Corzo et al. (2025) and Ferrarelli (2024) on the need to address the ethical and pedagogical challenges of using AI.

Professional overcoming fits into this context. In the study carried out by Zumba et al. (2023), the knowledge and management of CHAGPT teachers is proposed as a creative tool that facilitates presenting information and designing more attractive learning activities, improving interaction and enriching student learning and retention and understanding of content, from carefully managed implementation, ethical and effective use.

In Professional Technical Training, Alarcón and García (2024) studied AI as an ally to improve the quality of learning and make it more inclusive, efficient, personalized, and recognize that the lack of resources and training can create barriers; However, Ferrer and Díaz (2025) propose the analysis of learning theories to support actions for a professional improvement strategy in the use of ICT, from which critical

thinking and the development of metacognitive skills are promoted, from a flexible and personalized process.

According to Acosta and Andrade (2024), the AI used to write academic texts has advantages such as quickly and efficiently analyzing large volumes of information, identifying schemes, trends, articles associated with the topic, specific information; summarize profile and organize content; check grammar, syntax and spelling; and suggest changes. As disadvantages, errors in solving complex tasks that require criteria and creativity influence the authenticity and originality of the writing.

In this light, Marín and Carbonel (2024) point out that the excessive use of AI in the writing brings results such as the lack of originality, creativity, critical and personalized focus, inconsistencies and limitations in the content and the establishment of ghost quotes.

Interesting is the dilemma planted by Nodals (2024) about writing in the face of texts that produce artificial intelligence, referring to the literary text and the researcher makes it clear that creativity is human, that writing has no value in itself, because in the act of reading an identification is provoked between the reader and the writer, an act of communication that is established even between people of different historical time and geographic space; Therefore, plant that no one thinks or feels emotional or has a past that awakens feelings.

In his work he emphasizes that with AI a positive change is generated in the pedagogical sphere, which allows learning to be enhanced, resources and time are saved. Referring to the textual construction process, this tool can speed up writing, without replacing the elasticity, purpose and vision of human creativity. The writing of texts using AI assumes textuality criteria; however, when analyzing the agreement there are incoherencies, the relationship between the theme-rema is lost and it fails in terms of acceptability, information and communication of the text.

From study variables: use of AI in teaching; impact on learning; implementation challenges; and perspectives on AI in education, García et al. (2025) investigated the influence of this tool for professional technical training and concluded that its use is more frequent in students than in teachers and therefore, the need for training for these latter. Other results are the improvement in academic performance and the development of technical skills among students, and greater precision in the evaluation of teachers.

These researchers recognize the need for studies that need the development of skills and the quality of teaching with the use of AI, access and technological infrastructure, the privacy of data and the dehumanization of teaching; and proposes strengthening training in the use of AI, promoting innovative methodologies to facilitate the personalization of learning, intelligent tutorials and practical simulations.

From the arista of the construction of creative texts in The Spanish-Literature designation, in the ETP, coincides with Pérez et al. (2025) when they explain that their training constitutes a priority in Cuban educational policy because it stimulates the imagination, enhances linguistic, emotional, cognitive skills and enriches writing from your universe of knowledge. Assumes the textual construction process from the orientation, execution and control stages and the planning subprocesses, textualization and self-revision, applied to the resolution of practical problems, the elaboration of technical reports and the integration of technology that promotes the active participation of students.

It is undeniable that AI tools are transforming the ways of doing things, increasingly integrating with the ways of working, learning and living. The recent presentation of ChatGPT5 offers advances that encompass better coding, precision, speed, reasoning, writing, stylistic flexibility, context recognition, thinking structured, problem solving and security, adapted to fields such as medicine, education.

Generally speaking, it coincides with the need for constant updating in the teaching-learning process, given the constraints imposed by technological development, where tools such as AI open new defeats have an effective and efficient approach, demonstrated in curricular development, the personalization of content, the proposal of new methods, means and forms of evaluation, to facilitate the interaction between students and teachers.

The methodological preparation workshops for the construction of texts with the use of AI, are organized by themes that encompass the debate on aspects of the PEA for the construction of analogue and digital texts; scientific and methodological updating of the topic treated as a result of national and international investigations; advantages and disadvantages of the use of AI in this process; and cognitive and metacognitive actions for the construction of texts using AI, in the specialty Veterinaria Zootecnia.

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Conflict of interest

Authors declare no conflict of interests.

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.