

## **The professionalization of the Spanish-Literature discipline: a challenge for teachers in Technical Education**

Vivian Hechavarría Rodríguez<sup>1\*</sup> <https://orcid.org/0009-0000-7068-1102>

Arnoldo Rivera Barrera<sup>1</sup> <https://orcid.org/0009-0001-7289-8505>

Mario Arias Fonseca<sup>2</sup> <https://orcid.org/0009-0005-2982-1106>

<sup>1</sup>Institución Educativa “Arsenio de la Caridad Carbonell Vázquez”. Santiago de Cuba. Cuba

<sup>2</sup>Institución Educativa Filial de Ciencias Médicas “Julio Trigo López”. Santiago de Cuba. Cuba.

\*Autor para la correspondencia: [vivian.h@dpe.ps.sc.rimed.cu](mailto:vivian.h@dpe.ps.sc.rimed.cu)

### **ABSTRACT**

In Technical Education, the analysis of the professionalization of the discipline constitutes a necessity and the pedagogical process demands theoretical and practical deepening of specialized contents. During the practice, insufficiencies have been detected in the methodological preparation, proposing methodological procedures that allow its preparation. In the research, the historical-logical, analysis-synthesis and induction-deduction methods were used, as well as interviews and surveys. Its implementation allowed to increase the methodological preparation, the use of the network's potentialities and the achievement of the graduate's integral formation. It contributes to the development of professional skills and abilities in their performance.

**Keywords:** Professionalization; Competence; Labor competence; Professional performance; Methodological procedures

## **Introduction**

Nowadays, there is a demand for informed men, for innovation in the development of professions because the world is characterized by the generalization of patterns of life in development, sustained by scientific advances that are expressed in the use of advanced technologies, increasing national and international interrelation among the inhabitants of the planet, which has allowed to face new challenges in the development of humanity.

The American continent, specifically Latin America, is not far from this reality. The historical-cultural circumstances through which the continent has gone through have led to a revolution in different spheres, in the case of Education, the knowledge of the human being constitutes a priority task.

Education:

...presupposes a vision of the world and of life, a conception of the mind, of knowledge and of a way of thinking; a conception of the future and a way of satisfying human needs. Education universalizes, but it also individualizes. (León, 2007, p. 3)

Society, rewarded with scientific, cultural and social progress, needs students to think and act in correspondence with what the homeland demands of them, this can only be achieved under the direction of a teacher who is really prepared, and so the school as a fundamental link must guarantee this preparation.

Human beings face situations in which success depends, to a great extent, on the preparation they have. Teaching-learning is in a process of renewal. On this criterion, Addine (2004) specifies that “the student's vitality potential must be stimulated in the theoretical and practical aspects of intelligence, in the aspects of cognitive independence, in his availability towards others and in his social commitment” (p. 13).

Technical and Vocational Education (ETP) evidences the pedagogical, interdisciplinary and professionalized action of the teachers of the disciplines whose programs are taught at the intermediate technical level up to the third year, in Skilled Worker level up to the second year, and in Trades level these contents are received by the students who attend the different annexes in unison with the programs of the technical cycle.

It is necessary to imprint a creative character without losing distinctive features, taking into account that creativity according to Gonzalez (1989) as cited in Mañalich (2003) “is the process of discovery or production of something new that meets the demands of a

given social situation, in which the link between the cognitive and affective aspects of the personality is expressed” (p. 3).

The disciplines of General and Basic Formation in Education should be professionalized, however, it is not always done, valued in the observation of classes, documentary evidence of plans and class systems and in the spaces of preparation of the discipline. This priority is generally affected by a lack of knowledge of how to make the student internalize the importance and intentionality of the disciplines in the formation of the profession, hence the problematic situation is framed in the insufficient methodological preparation to professionalize the discipline of Spanish-Literature in terms of the development of professional skills.

Based on the above, the following is proposed as an objective: proposal of methodological procedures to professionalize the discipline of Spanish-Literature.

## **Development**

The curricula define that Technical and Vocational Education (ETP), inserted as a type of Education in the Cuban Educational System, aims to “train a patriotic, integral, competent and broad-profiled professional of higher secondary level, who is fully integrated into society and is an active agent of its improvement” (p. 1).

In the case of Spanish-Literature, as a discipline of the humanistic area, it contributes to the development of professional and language skills.

The Master Program for Mother Tongue (2012) states that “the discipline of Spanish-Literature contributes to the development of communicative skills, which takes the form of knowing how to listen, speak, read and write” (p. 1).

The close link between thought and language for the transmission and acquisition of knowledge confirms the importance of this discipline in the curriculum. Texts of different elocutive forms and styles are worked on through the curricular pathway.

According to the linguist Roméu (2006)

At present, the preparation of teachers capable of covering contents from different areas requires a knowledge of language as a means of cognition and communication, as well as the mastery of cognitive strategies, which are indispensable in all classes and in all disciplines for teaching to be developmental. (p. 15)

Researchers Zilberstein and Silvestre (2005) as cited in Vigotsky (1988) refer that:

Teaching should work to stimulate the zone of proximal development in schoolchildren, which is the one that designates the actions that the individual can perform at the beginning successfully with the help of an adult or other peers and then can fulfill autonomously and voluntarily. (p. 8)

The Education sector has a social task. The improvement of curricula is a priority. The contents have been adapted to the needs required by the new organizational forms, production, and services approved in the Party's Guidelines.

In order to fulfill this task, it is taken into account that the entry to the higher secondary level of the student occurs in the period that the adolescent transits towards youth. He/she must be able to continue higher education, for which the programs will offer him/her the possibility of acquiring sufficient knowledge and skills.

The learner must be able to continue higher education, for which the programs will offer him/her the possibility of acquiring sufficient knowledge and skills.

The unquestionable need to professionalize the curricular design and the resulting profile of the future graduate of ETP should reveal the essential function of Cuban education: its integral formative character, the humanism of its conception that links at every moment the educational, the general culture and the specific of each specialty.

With the III Improvement of the National System of Education, the theoretical assumptions of the Pedagogical Sciences emphasize that in the personological growth of the individual. In the psychological the ideas of Vigostky as cited in the article of Cabrera *et al.* (2019) “education and teaching lead and guide the development of the subject, they go ahead of the subject” (p. 4).

In the pedagogical field, an important point of view on professionalization is that of Abreu (1993), by valuing the practice of teaching with a degree of pedagogical skill, work

experience and systematic, gradual and permanent knowledge where the theoretical is linked to the practical allows achieving social prestige.

It is considered that the ideas put forward show a recognition of the social function of the teacher. He is an active agent in the development of knowledge.

This well-directed process should contribute to the formation and development of modes of professional performance, from the logic of the profession and the given historical context.

León and Herrera (2010) in their analysis specify that the teacher in the area of humanities applies the professionalization of the discipline as a work style, contributes to the formation of values, this process acquiring an axiological dimension, in addition to developing a scientific conception of the work and intellectual task.

From the perspective of Morales, Socorro and Rojas (2017) to professionalize, the teacher's preparation must be oriented to the growing acquisition of professional knowledge taking into account the documents that regulate the work, as well as the goals and objectives to be achieved.

Rodríguez (2023) in his research reveals the knowledge that the general education teacher must acquire in the context between the school and the company as a scenario that contributes to the development of skills.

Rodríguez (2022), in his article specifies the importance of the methodological work in the educational institution by allowing the preparation of the teaching staff to guarantee the professional that society requires from the agricultural polytechnic-enterprise relationship.

Hence, the teachers of the discipline of Spanish-Literature should be inserted, from the work system, to the companies where the students carry out their internships.

Based on these approaches, it is possible to assert that the professionalization of the discipline of Spanish-Literature in Technical Education contributes to achieve quality in the graduate, which is why it is pertinent to enrich the work procedures for the non-specialist teacher whose function is to train the individual.

The discipline is considered to be professionalized when the contents have a professional approach.

What is the role of Spanish-Literacy teachers in ETP?

To support the achievement of the Teaching model through the professionalization of their discipline in accordance with the syllabus.

What to achieve together with the teacher of the technical cycle?

Strengthen, by working with values, ways of acting in society and in the productive entity.

Develop intellectual skills that promote performance.

Use the contents of the programs to achieve their own professional skills or those related to the specialty.

The Spanish-Literature teacher in ETP, lacking specialized knowledge, will work with key terms in his or her individual and group preparation, such as:

Profession: permanent activity that serves as a livelihood and determines entry into a specific professional group.

Competence: aptitude that a person has, formed by capacities, abilities and skills to perform an activity or fulfill an objective within the work, academic or interpersonal environment.

Work competency: a person's ability to perform, in different contexts and based on the quality requirements and expected results, the functions inherent to a job.

Job performance: work performance and performance of the employee in carrying out the main functions and tasks required by his or her position.

Professionalize: to give the character of a profession to an activity.

Matos and Sánchez (2016) consider that methodological procedures are aimed at the achievement of a methodological task through steps used by the person to achieve it and are considered personal and personalized as cited in Rodríguez (2009) and Sánchez (2012).

Taking into account the above, the methodological procedures are presented:

General objective: to provide methodological steps for the professionalization of the discipline.

1-Study of the professional model and diagnosis.

Review of the Spanish-Literature Program for the level to be worked.

Analysis of the Study Plan (2023) of the specialty (Skilled Worker- 111/2009 and 173/2014 for some specialties, Medium Technician- 109/2009 and Trades-127/2022), guiding disciplines, occupational profile and objectives and skills by year.

Accuracy of the characteristics of the family of specialties of the specialty to be professionalized.

Evaluation of the formative objectives per year, as well as the psycho-pedagogical characteristics for the updating of needs, motivations and interests, basic aspects to direct learning.

Individual and group work spaces will be specified between the Spanish-Literature teacher and the main teachers of the technical cycle and production specialists from the planning of the methodological work system and taking advantage of the potentialities of the methodological meeting.

The objective of these groupings is to articulate the activities carried out by the teachers.

In the stage, the following can be used: individual work, group work at the same grade level, at the center level with the main teacher of the specialty, at the training network level, taking advantage of the potentialities of the production specialists, material and human resources.

2-Particularities of the disciplines to be professionalized.

Study of the Spanish-Literature programs for the different levels and of the program of the leading discipline, analyze basic knowledge and skills by units, determining the contents of the discipline that are linked to the skill (establishment of the logical-graphical networks).

Drafting of class systems, specifying the teaching tasks (types of questions).

3-Execution of the activities proposed by the Spanish-Literature teacher during the class.

This procedure implies carrying out the planned teaching tasks, applying different forms of organization, demonstration of procedures to solve exercises and communicative situations, taking into account the operational order of the skill to be worked on.

Professional texts and statements are taken into account to exercise components of the discipline.

Use of technological and teaching means.

Work with basic active and technical vocabulary.

4-Systematic evaluation of the development of the contents and the professional skill in the curricular path and in the technical bodies.

This evaluation should be carried out with the class observation guide and results of oral and written verifications, performance observation, among others, and should encourage reflection with arguments, evaluations and proposals for new alternatives.

It is suggested that the development of these analyses be carried out in the cloisters, methodological meetings-methodological workshops and use the methodological offices for the partial analyses.

### **Stages for the development of methodological procedures**

Organizational and self-preparation stage

The teacher becomes familiar with the program of the level to be taught and with the documents that legally support the work of the specialty to be professionalized. For this purpose, he/she self-prepares the study plan, guiding discipline, evaluation system, as well as the identification of the units that allow the treatment of professional skills.

It designs various teaching tasks.

Stage of operation with knowledge

The teacher will elaborate exercises or activities that allow, from the preparation of the discipline, the treatment of professional skills, which will be applied systematically through the curricular path.

Evaluation stage

The teacher applies different ways that allow him/her to evaluate the effectiveness of the work he/she is developing. The assessment of the results of the evaluation is individual and collective. For greater organization in the analysis, time periods should be established.

### **Transformations achieved**

The application of the methodological procedures for the professionalization of the discipline of Spanish-Literature has achieved its orienting character, directs the methodological preparation, specifying the steps to follow, as well as the necessary and productive methodological work groupings in the direction of the process for being

carriers of the development of professional and intellectual skills and the behavioral norms from General Formation disciplines.

Teachers reflect superior preparation, include technical words in their vocabulary and show greater mastery of educational processes such as the Integrating Task and Labor Practices.

A higher academic performance has been evaluated in students and actuality in the selection of materials used in practical activities, as well as more creative methods and organizational forms.

## **Conclusions**

The researched topic, based on the theoretical references, constitutes a work priority in Education, aimed at the acquisition of technical knowledge by Spanish-Literature teachers in order to teach professionalized developmental classes.

The methodological procedures are oriented towards teacher preparation for the organization of language contents in connection with technical specialties, contributing to the development of professional and intellectual capacities and abilities of the future worker.