



Original article

The professionalized linguistic teaching task: an alternative from linguistic subjects

La tarea docente lingüística profesionalizada: una alternativa desde las asignaturas de corte lingüístico

A tarefa do ensino linguístico profissionalizado: uma alternativa às disciplinas linguísticas

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ABSTRACT

The linguistic training of students is one of the important problems within the Linguistic Studies discipline, in the Bachelor of Spanish Education-Literature career, which allows to enhance interest in the chosen profession. The objective of this article is to propose a professionalized linguistic teaching task that contributes to a better understanding of the linguistic phenomenon. Theoretical methods such as the historical method; logical methods, the hypothetical-deductive, systemic and structural functional together with the modeling, were used throughout the investigation and as procedures of the theoretical methods, analysis and synthesis and induction and deduction were used; as empirical methods, documentary analysis and class observation; techniques such as interview and survey. The processed information determined that the professionalized teaching task in this career has not been adequately treated; Strengths and weaknesses are detected in the study of the language as a system with a professional approach. Some aspects concerning the teaching task in the Linguistic Studies discipline and its relationship with the study of language as a system with a professional approach are identified, an element that favors the linguistic training of the Spanish-Literature teacher.

Keywords: task; teacher; linguistics; professionalized.

RESUMEN

La formación lingüística de los estudiantes, es una de las problemáticas importantes dentro de la disciplina Estudios Lingüísticos, en la carrera Licenciatura en Educación Español-Literatura, lo que permite potenciar el interés hacia la profesión escogida. El presente artículo tiene como objetivo proponer una tarea docente lingüística profesionalizada, que contribuya a una mejor comprensión del fenómeno lingüístico. Los métodos teóricos como el método histórico; métodos lógicos,

el hipotético-deductivo, sistémico y estructural funcional unido al de la modelación, fueron utilizados en toda la investigación y como procedimientos de los métodos teóricos, se utilizaron el análisis y la síntesis y la inducción y la deducción; como métodos empíricos, el análisis documental y la observación de clases; técnicas como la entrevista y la encuesta. La información procesada determinó que la tarea docente profesionalizada en esta carrera, no ha sido tratada adecuadamente; se detectan fortalezas y debilidades en el en el estudio de la lengua como sistema con enfoque profesional. Se identifican algunos aspectos concernientes a la tarea docente en la disciplina Estudios Lingüísticos y su relación con el estudio de la lengua como sistema con en enfoque profesional, elemento que favorece a la formación lingüística del profesor de Español-Literatura.

Palabras clave: tarea; docente; lingüística; profesionalizada.

RESUMO

A formação linguística dos alunos é um dos problemas importantes da disciplina de Estudos Linguísticos, na Licenciatura em Educação-Literatura Espanhola, o que permite potenciar o interesse pela profissão escolhida. O objetivo deste artigo é propor uma tarefa de ensino linguístico profissionalizado que contribua para uma melhor compreensão do fenômeno linguístico. Métodos teóricos como o método histórico; Os métodos lógicos, os métodos hipotético-dedutivo, sistémico e estrutural funcional juntamente com a modelagem, foram utilizados ao longo da pesquisa e como procedimentos dos métodos teóricos foram utilizados análise e síntese e indução e dedução; como métodos empíricos, análise documental e observação de aulas; técnicas como entrevistas e pesquisas. As informações processadas determinaram que a tarefa docente profissionalizada nesta carreira não tem sido tratada adequadamente; Pontos fortes e fracos são detectados no estudo da língua como um sistema com abordagem profissional. Identificam-se

alguns aspectos relativos à tarefa docente na disciplina de Estudos Linguísticos e sua relação com o estudo da língua como sistema de abordagem profissional, elemento que favorece a formação linguística do professor de Literatura Espanhola.

Palavras-chave: tarefa; professor; linguística; profissionalizado.

INTRODUCTION

Currently, the idea of preparing a competent professional is supported, whose modes of action are in accordance with the scientific development of this century. That is why Cuban higher education must be involved in preparing an autonomous and creative graduate, capable of communicating what they have learned correctly, with deep knowledge, skills, values and attitudes for the performance of their work, which entails the design of curricula that develop qualities and traits of your personality and intellect in correspondence with current demands.

It is for this reason that in the teaching-learning process of the Linguistic Studies discipline from a professional perspective, in the Bachelor's Degree in Spanish Education-Literature, the priority is the study of the language, its structure and the relationship with thought; In this, the solution of a teaching task that starts from the content invariants and the determined professional problems plays a very important role, which makes possible the understanding of the linguistic phenomenon, which is important to develop from the linguistic subjects.

Various authors have addressed the topic of the teaching task. Among them Álvarez (2019); highlights its importance in the context of student training, since it encourages them to search for knowledge and develop skills for their comprehensive

training. In this sense, the linguistic contents ensure a starting point in the appropriation of skills, values and attitudes, for the sake of understanding the linguistic phenomenon.

In turn, Martínez et al. (2016) ensure that the student perfects his mode of action and rises, both individually and in groups, specifying the actions and operations to be carried out by the student and the guiding and controlling role of the teacher.

In the teaching-learning process of the discipline of Linguistic Studies from a professional perspective, the teacher who directs is a researcher who prepares to teach, provide timely help to those who present difficulties and promotes the activation and maintenance of the study activity; Through communication and action itself, it directs the contents through adequate stimulation, which in order to promote linguistic training, raises awareness that the understanding and construction of knowledge is essential for learning.

The student assumes a leading attitude within the teaching-learning process of the Linguistic Studies discipline from a professional perspective, since he is integrated into its dynamics by contributing his experiences, interests and motivations from the study of the levels and levels of language as a system with a professional focus, since they progressively build linguistic knowledge and feel prepared to apply it in their professional practice.

He sets goals of greater complexity, develops his intellectual abilities in a creative way; problematizes and seeks more original ways to investigate its educational practice; takes responsible positions regarding how to act.

In this sense, we agree with Sánchez, López, & Alfonso (2018), when considering the changes in the responsibility of the roles for comprehensive training *in universities in the training of young people; It is therefore proposed that teachers*

develop guidance activities, from the teaching-learning process, in this particular case, that of the Linguistic Studies discipline from a professional perspective and from all the influences in which they are identified as protagonists or participants.

In relation to the above, teaching tasks are seen as those activities that are oriented for the student to perform in class or outside of class, involving the search and acquisition of knowledge, the development of skills and the comprehensive formation of the personality.

On the other hand, Mena (2017) highlights that it is then the teaching-learning process of the Linguistic Studies discipline from a professional perspective, in the Bachelor's Degree in Spanish Education-Literature, the framework of the activities that are fundamentally developed by students and the teacher, those who focus their attention on the teaching task. That is why it is recognized that the student's activity par excellence is learning and that of the teacher is teaching, which does not exclude the enrichment of the roles of both in the very dynamics of the process when students teach and teachers learn.

In this sense, Guillen (2020) points out that the integration of the contents could be achieved through integrative teaching tasks, which based on the objective interrelation that exists between the contents, favor the presentation of learning situations.

In linguistic subjects, students actively understand the objective linguistic reality as it is presented and not in a fragmented way, they are involved in carrying out a theoretical assessment of linguistic science, in such a way that they understand the linguistic phenomenon through the solution of the professionalized linguistic teaching tasks that are presented.

A task is needed that responds to the developmental conception of the desired

linguistic learning in the teaching-learning process of the Linguistic Studies discipline from a professional perspective, in the Bachelor's Degree in Spanish Education-Literature, which is why it is intended to develop a task professionalized linguistic teacher, who enables the study of language as a system with a professional approach for the sake of a better understanding of the linguistic phenomenon.

MATERIALS AND METHODS

The research was carried out in the Bachelor's degree in Spanish Education-Literature of the Faculty of Secondary Education of the UPR of Pinar del Río in the 2018-2019 school year; It was mixed type. The objects studied were: the Program of the Linguistic Studies discipline, the Professional Model of the Bachelor's Degree in Spanish Education-Literature, the subject preparations; the subjects, a selected population of 6 teachers who make up the Linguistic Studies discipline and 139 students: from the 1st, 3rd and 5th years of the aforementioned degree.

Research methods were used that start from assuming the dialectical-materialist method as general, which made possible 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 foundation. Based on this method, the following theoretical methods were used, Álvarez (2019).

Theoretical methods made it easier to discover, analyze and systematize the results obtained, to reach reliable conclusions that allow solving the problem. The historical method to establish the most essential connections in the teaching task in the discipline of Linguistic Studies from a professional perspective, in the Bachelor's degree in Spanish Education-Literature.

Among the logical methods used are the hypothetico-deductive method for the construction of hypothetical assumptions and formulation of conclusions. The systemic and structural functional, together with the modeling, allowed us to determine the elements of a professionalized linguistic teaching task, its relationships and dynamics, as well as its definition.

Analysis and synthesis and induction and deduction were used as procedures of the theoretical methods. Empirical methods allowed us to discover and accumulate 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 from a professional perspective, the study plans for said career and other sources.

The information provided by the instruments was processed and the strengths and weaknesses of the teaching task in the discipline of Linguistic Studies were determined from a professional perspective, in the Bachelor's degree in Spanish Education-Literature at the University of Pinar del Río "Hermanos Saíz Montes de Gozque". From this, a professionalized linguistic teaching task was proposed that is based on the content invariants and the professional problems that are determined, where the student is the center of the teaching-learning process of the Linguistic Studies discipline from a professionalized perspective.

RESULTS

In the review of documents, insufficiencies are shown that are first pointed out in that the importance of the professional approach in the development of the teaching task is not recognized; the importance of the professional approach is not recognized; little knowledge, skills,

values and attitudes related to the study of the language as a system with a professional focus and respect for the rules of use and professional use of the language is insufficient.

These elements confirmed the deficiencies of the process and allowed the authors to have, regarding the need for a professionalized linguistic teaching task to better understand the linguistic phenomenon, in the Bachelor's degree in Spanish Education-Literature at the University of Pinar del Río.

An example of a professionalized linguistic teaching task is shown to guide the treatment of linguistic content in the Bachelor's degree in Spanish Education-Literature.

Professionalized linguistic teaching task #1: The study of language and its interdisciplinary relationship

Topic: The role of linguistic content in the disciplines that make up the degree curriculum.

Goals:

-Argue the role of linguistic theoretical content based on professional identity in order to prepare students in relation to this type of activity in teaching-learning situations.

-Explain the role of theoretical linguistic content based on the knowledge acquired and their experiences in work practice.

-Build a text from a group of elements exposed in given answers and from the various experiences.

Activities

Guidance: This professional linguistic teaching task responds to the professional problem: How to contribute to the study of language as a system with a professional approach from love and respect for the use

of language as a tool and expression of professional identity?

Content worked on: The use and functionality of linguistic structures with a semantic-pragmatic orientation.

The following activities should be guided:

1-Explain from the relationship established in the diagram how the study of language is manifested in the PEA of the rest of the disciplines of the degree.

Help: Take into account in your answer the contents that are exemplified in the diagram. To do this, rely on the following learning resources for the Linguistic Studies discipline from a professional perspective.

- The linguistic sign.
- Linguistics as a science.
- Ten things you should know about Linguistics.
- General Linguistics Course.
- Procedures for expanding words and expanding the lexicon.
- Power Point 1: Linguistics.
- Power Point 2: Linguistic varieties.

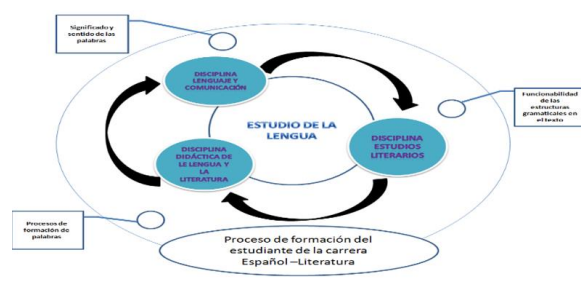


Fig.1- Graphic representation of the professionalized linguistic teaching task

Evaluation of the task: they will be evaluated in writing and will focus on the arguments that the students make about each of the aspects of the spiral, as well as on those considerations that they will make about the usefulness of the theoretical study of the language for their training. professional.

Invariants of the discipline Linguistic Studies From a professional perspective :

- 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 arrangement into levels of increasing complexity in discourse taking into account 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 for the understanding of linguistic phenomena.

Professional problems of the discipline Linguistic Studies From a professional perspective :

- How can we contribute to the training of a professional committed to his social responsibility through diverse experiences and experiences?
- How can we contribute to the study of language as a system with a professional approach from love and respect for the use of language as a tool and expression of professional identity?
- How can we contribute to the study of language as a system with a professional approach from the understanding, analysis and construction of meanings in such a way that it contributes to the

understanding of the linguistic phenomenon?

- How to use the contents of the language as a system with a professional focus in a professional manner, to guide and guide the PEA-DEL from a professional perspective?
- How to design didactic proposals that favor the study of language as a system with a professional approach and that contribute to the understanding of the linguistic phenomenon?

DISCUSSION

We completely agree with the scholars of the subject who give great importance to the teaching task, as it constitutes a social need in the context of the teaching-learning process within the discipline of Linguistic Studies from a professional perspective, so that students appropriate of linguistic knowledge, skills, values and attitudes. This implies strengthening the relationships between new content and life, especially with the future profession, not always achieved through traditional teaching tasks.

These professionalized linguistic teaching tasks place at the center of the students' study the invariants and professional problems that are determined at the disciplinary level ; They can then extrapolate, analyze, compare and make generalizations about the study of language as a system with a professional approach, to apply them to the solution of professional problems of the discipline that are proposed in this research.

These invariants are not contextualized to an academic year, they are present in all subjects as conceptual nodes that go through the entire teaching-learning process of the Linguistic Studies discipline from a professional perspective.

The treatment of these invariants is done in a staggered manner, from a minimum level of complexity and depth, to a higher level, in line with the entry of the subjects in each academic year, thus the student achieves his linguistic learning.

In this sense, it agrees with what was stated by Hernández, Infante, & Enríquez (2021); It is based on the level of performance of the students, their individual differences with the purpose of gradually raising their academic performance; These professionalized linguistic teaching tasks encourage the creativity and research activity of students to motivate them in the study activity of linguistic science.

Thus, in the teaching-learning process of the Linguistic Studies discipline from a professionalized perspective, it is gradually achieved, as indicated by Infante, Hernández, & Hurtado (2021); the quality to which one aspires, which contributes to achieving the goal of the educational system, synthesized in the comprehensive training of students.

The level of depth with which each subject of the discipline is addressed is determined by the structuring of the language into planes and levels for its study, in correspondence with the logic of linguistic sciences, in the context of each subject and by having taken into account the theoretical-practical contributions of each of them, and from the different perspectives that each one gives to this linguistic study, for the sake of their linguistic training to the extent that it solves the professional problems detected in professional practice.

In this way, linguistic learning is organized, since it is in the upward search where permanent findings of content invariants are achieved that allow them to build complex generalizations.

In the professionalized linguistic teaching task, the relationship between the components of the teaching-learning

process of the discipline Linguistic Studies is manifested from a professionalized perspective in a resized way: they have a different view from the perspective of the use of Information Technologies and Communications (ICT).

In relation to this topic, Hernández and Avilés (2019) agree that they enhance the development of skills that contribute to student development: understanding and searching for information and communication.

The authors consider that the use of ICT motivates the student to search for information, which is presented by them in an organized way according to reality and makes it possible to meet the objectives.

Technological resources become complementary means that transmit messages referring to linguistic theory, which help it to be presented through acoustic or optical systems, or with a mixture of both.

We agree with Castillo & Baute (2021), when they point out: the relationship that the contents of each of the linguistic subjects have with the Bachelor of Spanish Education-Literature degree must be analyzed, so that they promote meaningful learning for the students.

The integration of the contents that involve students in the solution of the professionalized linguistic teaching task, from the determined invariants and professional problems, achieves the presentation of new learning situations.

In the teaching-learning process within the discipline of Linguistic Studies from a professional perspective, Collazo (2018) explains, the cognitive and the affective are integrated, it means promoting new knowledge from learning situations and sharing experiences and experiences related to the activity.

It involves all the elements of knowledge that the student appropriates in an active

and creative way, which causes him to interact with them, with the group, with the different experiences and with the experiences related to professional practice.

The conception of the task is based on the solution of the professional problems of the Linguistic Studies discipline from a professional perspective, the determined invariants of knowledge and the domain of linguistic science, so the student goes through the linguistic subjects. and in them, by the plans and levels of study of the language as a system with a professional focus.

To achieve effective learning from linguistic subjects, and that contributes to the understanding of the linguistic phenomenon, Álvarez (2020) assures, the use of pedagogical lexicon makes the student training process viable within the discipline of Linguistic Studies, which has as one of its objectives the achievement of efficient communicators, and in this specialty its role as a linguistic model is to ensure that it acquires greater connotation, since linguistic training fulfills its purposes.

Derived from the previous analysis, particularities specific to the professionalized linguistic teaching task can be pointed out:

- It must go through each of the levels and levels of language study as a system with a professional focus and enhance its integration from the invariants at the disciplinary level;
- It must allow, from linguistic subjects, the active appropriation by students of the knowledge, skills, values and attitudes related to the study of the language as a system with a professional focus, tools necessary to teach Spanish-literature classes;
- The objective should be to solve the professional problems that arise for students in carrying out work practice, both systematic and

concentrated, in order to contribute to overcoming the problems of teaching Spanish and Literature in education. basic middle and upper middle;

- It must promote the development of the teaching-learning process of the Linguistic Studies discipline from a professional perspective, based on linguistic science and educational sciences;
- It must contribute to the professional mode of action.

After the analyzes carried out, the authors consider that the teaching task plays a primary role in the treatment of linguistic content. The systematization carried out confirmed that the professionalized linguistic teaching task is aimed at the search for knowledge, which achieves the development of skills, values and attitudes that contribute to the understanding of the linguistic phenomenon.

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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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