

## The didactic-grammatical orientation in the first year of the Physical Culture career La orientación didáctico-gramatical en el primer año de la carrera Cultura Física

Yamilé García-Bonnane<sup>1</sup>, Carlos Moreira-Carbonell<sup>2</sup>, Susana Cisneros-Garbey<sup>3</sup>

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<sup>1</sup>Dr. C. Profesor Instructor. Universidad de Guantánamo. Cuba. [yamilegb@cug.co.cu](mailto:yamilegb@cug.co.cu)

<sup>2</sup>Dr. C. Profesor Titular. Universidad de Guantánamo. Cuba. [carlosm@cug.co.cu](mailto:carlosm@cug.co.cu)

<sup>3</sup>Dr. C. Profesor Titular. Universidad de Oriente. Santiago de Cuba, Cuba. [susanacg@uo.edu.cu](mailto:susanacg@uo.edu.cu)

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### ABSTRACT

This article addresses the didactic orientation towards grammatical analysis in the teaching-learning of the Basic Spanish subject in the first year of the course by meeting of the Physical Culture Career, where not only the components of the didactic-grammatical orientation are specified, but also that the levels of help that are required are integrated into the grammatical analysis, as well as the didactic procedures are offered, which transcend to higher levels in the grammatical analysis process; This constitutes a valuable didactic-methodological tool containing the necessary aids for its practice in the teaching-learning process of grammatical analysis.

**Keywords:** Grammatical analysis; Didactic-grammatical orientation; Help levels; Didactic procedures; Didactic-methodological tool

### RESUMEN

El presente artículo aborda la orientación didáctica hacia el análisis gramatical en la enseñanza-aprendizaje de la asignatura Español Básico en el primer año del curso por encuentro de la Carrera cultura Física, donde no solo se especifican los componentes de la orientación didáctico-gramatical, sino que se integran en el análisis gramatical los niveles de ayuda que se requieren, así como se ofrecen los procedimientos didácticos, que trascienden a niveles superiores en el proceso de análisis gramatical; ello constituye una valiosa herramienta didáctico-metodológica contentiva de las ayudas necesarias para su práctica en el proceso de enseñanza-aprendizaje del análisis gramatical.

**Palabras clave:** Análisis gramatical; Orientación didáctico-gramatical; Niveles de ayuda; Procederes didácticos; Herramienta didáctico-metodológica

## **INTRODUCCION**

Given the importance of the didactic orientation in the teaching-learning process of the Spanish-Literature subject, there are several authors who in their research have made important contributions to this process; Among them are Cisneros and Vidal (2015), Moreira (2019), Martínez (2019) and García (2019), among others. They all highlight the role of the teacher in the didactic guidance process, based on the levels of help offered to students for decision-making in the teaching-learning process.

The main theoretical reference was the conception of the didactic orientation provided by Cisneros and Vidal (2015), where he defines it as a process and category of language teaching. He grounds that it is a process concomitant to training, not only because of their relationship but also because of their intention. It is structured with aids that constitute its center and establish relationships with other components used with educational intentions and that are proposed in the structure of the didactic orientation.

Decision-making is one of the components that acquires great importance in correspondence with the aids and the ways of intervening in educational practice. Thus, in the teaching-learning process, the guiding activity should be conceived as an essential procedure, based on the help that benefits, helps or satisfies the student's need and leads to decision-making. This predicts a mediation with didactic intention, as a procedure for cognitive activity.

In correspondence with the above, in the didactic aids the decision-making process takes place, hence the level of help in which the teacher becomes a guide, advisor and teacher is a student guide are associated with the component of didactic orientation who chooses and recovers, in a coordinated manner, the knowledge he needs to fulfill a certain demand or objective in correspondence with the characteristics of the educational situation, which allows him to make decisions to adjust his behavior to the demands of an activity and to the context in general.

In the didactic orientation as an interaction of professional help, pedagogical mediation is exercised between the participants, from the interaction and dialogue with a two-way character, algorithmic heuristic procedures, organizational forms oriented to the solutions of tasks and learning situations created with certain purposes.

In this way, the didactic orientation activities have their main foundation in the criteria provided by Cisneros and Vidal (2015) that take the cognitive, communicative and sociocultural approach as an essential source. This approach is based on the requirements of the developer didactics and the system of principles for the direction of the pedagogical process of Recarey (2011) and the criteria that around the characterization of the teaching-learning process of Rico (2006), Silvestre and Zilberstein (2002).

The cognitive, communicative and sociocultural approach focuses on meaning and prioritizes both the work with the theory of speech acts (use and function of the text) and the analysis of the levels of language from a semiotic conception of language. It provides a discursive vision of reality and prioritizes the study of discourse based on the interrelation of semantic, syntactic and pragmatic dimensions and the relationship between discourse, cognition and society.

In this way, the grammatical didactic orientation activities are specified in the educational teaching process, essentially in the classroom and contextualized in correspondence with the didactic and methodological demands of the grammatical analysis process, depending on the situations of help as a systematic process and dynamic stimulation of personalized learning of the student, where the needs of help that this requires at a certain moment are discovered and recognized, so that they can successfully carry out the assigned task.

## **METHODS**

The study was developed at the Faculty of Physical Culture of the University of Guantánamo, using an intentional sample of 40 first-year students of the course by meetings of the Bachelor of Physical Culture career and the professor who teaches the subject Spanish-Literature at the Faculty.

During the research, a process of review and analysis of normative and methodological documents was carried out to determine the regularities and deficiencies in the didactic-grammatical orientation process in which the theoretical foundation was determined, the instruments were selected and elaborated, as well as the implementation of the didactic-grammatical orientation in the Physical Culture career. It also allowed us to synthesize the results obtained to reach conclusions on the subject, as well as to systematize the particularities of the didactic-grammatical orientation in the teaching-educational process.

Class observation was carried out, surveys were applied to the students, as well as the teacher who taught the subject was interviewed, which facilitated the diagnosis and follow-up of the study carried out on the didactic-grammatical orientation in the first year of the course by encounters in the Physical Culture career.

To assess the effectiveness of the proposal, the results of the instruments applied were analyzed through the percentage analysis that yielded positive results in the didactic-grammatical orientation in the students under study, which corroborates its feasibility.

## **RESULTS**

### **Didactic-grammatical orientation activities in the first year of the Physical Culture career**

The use of help resources in the orientation of the grammatical component can be verbal or non-verbal in order to increase the capacities of the students for their subsequent performance independently in the search for their own learning strategies; thus, revealing the pedagogical value of helping students in the teaching-learning process. In this direction, it is up to the teacher, as mediator, to apply stimulating options and levels of help that favor reflective thinking based on affective experiences and cognitive actions that lead to the expression of scientific and objective judgments and evaluations, related to their interests and needs.

### **Help levels for didactic-grammatical orientation in the first year of the Physical Culture career**

For this research, the levels of help proposed by Garcia et al. (2019, pp.148-150) and are contextualized in correspondence with the didactic and methodological

demands of the grammatical analysis process. They are dependent on the differentiated help situations in grammatical analysis as a systematic and dynamic process of stimulation of the personalized learning of the student, where the needs of help that the student needs at a given moment are manifested and identified in order to successfully carry out the task assigned. Thus, three levels of help are offered at three fundamental moments:

*1- Help level before grammar analysis.* A whole planning process takes place in order to guide the student in the search for information prior to the analysis, which will be of great help to understanding and analyzing the text. At this level of help, predictions or hypotheses about the topic in question are formulated from the title and images. The search for information related to the text is oriented for its understanding and its subsequent analysis, in addition, it will work with the grammatical component focused on: the classification of sentences, syntagmatic structures, the recognition of the classes of words, among other analysis topics.

*2- Level of help during grammar analysis.* The teacher guides enunciations related to the analysis of the text in correspondence with the topic and the content addressed (as the analysis progresses, the student consolidates their knowledge about the grammatical content).

*3-Level of help after grammar analysis.* A whole monitoring process occurs after the analysis process. Cognitive strategies should be considered to monitor the results of the process. Which implies asking and answering questions related to the component and aimed at consolidating the knowledge acquired. Subsequently, the construction of a text is oriented where the contents addressed are taken into account.

### **Guidance for the professor**

*1- Help level before grammar analysis:*

1. Look in the Book of Contemporary Spanish Grammar I everything related to the characterization of the adjective, and answer:

- a) What is the adjective?
- b) What does the adjective express?
- c) Like the noun, what structure does the adjective present?

d) What are the degrees of the adjective? Give an example in each case.

2. Read the fragment «Los raros» by Rubén Darío and answer:

He was Martí with a nervous, thin temperament, with lively and kind eyes. His delicate and soft word of his in the familiar treatment, changed the satin and softness of him in the gallery, for the violent oratorical coppers. He was a speaker, and an influential speaker. He was dragging crowds. His life was a combat (...)

His culture was proverbial, his honor intact and crystalline; whoever approached him withdrew loving him.

And he was a poet; and he made verses.

a) How does the author of the text describe Martí?

b) What qualities stand out as a speaker?

c) To which grammatical category do these qualities correspond?

d) What did the author mean when he said that his culture was proverbial?

*2- Level of help during grammar analysis:*

Read the following excerpt from Fidel Castro Ruz in 2004 and answer the questions listed below:

Martí's infinite legacy lies in his coarse correspondence, in his oratory, in his journalistic work, in his work as a revolutionary conspirator. All this reveals his ability to convince, to unite by surviving the poisoned arrows of the envious and mediocre. He managed to make a newspaper out of countless newspapers, a party with so many factions and flags; a voice of countless voices, to become the undisputed leader of the Cuban nation.

a) What is mentioned in the text?

b) What is the essential idea?

c) What features of our Apostle are manifested in the text?

d) Extract from the text the adjective that is synonymous with exuberant. State the degree to which it is expressed.

2. Of the last two adjectives that appear in the text, one of them has the meaning that has no discussion. Write the noun it modifies from that adjective. Express agreement between them.

- a) Write the opposite of the adjectives you extracted in the previous paragraph. What do these antonyms have in common? What is the use of the b in them?
- b) Extract from the text the other pairs of nouns and adjectives. Say the agreement that is established in each of them.
- c) Express the degree of the adjectives. Pass one of those adjectives to comparative degree.

### *3- Help level after grammar analysis:*

3. Create a paragraph related to the previous text, where adjectives appear in a positive degree.
  - a) Select them and take them to the superlative degree.
  - b) Extract the nouns to which they modify and establish the concordance.
  - c) Select two adjectives, express the antonyms and form a word family with each of them.

Subsequently, the construction of a text is oriented where the contents addressed are taken into account. It is about making a closing, briefly summarizing what was exposed and making an evaluative criticism of the ideas that appeared and the way in which they have been presented and defended.

In this way, the capacities are revealed so that the know-how can be demonstrated from the known. They will search for the essential characteristics of the text, as well as the elements that make up its structure and expose their points of view. In general, learning, the development of discursive skills and the cognitive, communicative, sociocultural competence of students are favored, which helps to resolve the contradiction between the methodology currently used for the teaching-learning of grammatical content and the dynamics of speech. didactic orientation based on the cognitive, communicative and sociocultural approach.

## **DISCUSSION**

The study carried out reveals the didactic-grammatical orientation of the Physical Culture career, in which the didactic, contextual, experiential character is connoted in the first year of the Physical Culture career. The methodology that reveals a logic that favors a practical contextualization of the didactic-grammatical orientation based on didactic procedures that transcend higher levels in the teaching-learning

process. In this way, theoretical-methodological tools are provided with the necessary aids for their practical application, an element that is required in the Physical Culture career, since the importance and need of a didactic-grammatical orientation is connoted, in order to perfect the procedure of the teachers in charge of the teaching-learning of these contents.

From the study carried out on the theoretical referents, an effort to modernize, from a traditional perspective, the elementary teaching of Spanish is manifested. However, the lack of vertical articulation of the contents and the systematization of skills, problems in the dosage and the focus of the grammatical contents was appreciated.

In contemporary Spanish Grammar "From the grammar of language to the grammar of discourse", Alicia Toledo Costa (2007) tries to approach the conceptions of this relatively new science, and thereby approach the semantic, syntactic and pragmatic characterization of the lexical-syntactic classes of words. Also, she offers a rich exemplification of the use of grammatical structures in speech and in different types of speeches.

It goes a little further, to the analysis of the functionality of the grammatical structures in the discourse, and with this it aims to contribute to the development of the skills of comprehension, analysis and construction of texts, by constituting the functional components of the class. Thus conceived, the teaching of grammar, it is appreciated not only a body of norms, rules and characteristics of the structures, but the reasoned explanation of its use in communication.

This transition from the grammar of language to the grammar of discourse has had an impact on the didactics of the language, which has begun to deal with a teaching aimed at revealing the relationship between what is meant, where the meaning process takes place. and by what linguistic resources it is achieved, hence today we are also talking about a didactic of speech or discourse.

Thus, the grammatical study through discursive manifestations reveals its complexity derived from its interdisciplinary, multidisciplinary and transdisciplinary nature, due to the interdisciplinary nature of the texts, taking into account that

every text summarizes and integrates the knowledge of its author, originated by knowledge of the world of different sciences and culture in general.

In this way, and based on the method provided by the didactic approach, it is essential to teach the discursive-functional analysis with which the students must work in the class. They must learn the modes of action. The analysis, taking into account the communicative-functional description of the text, integrates the semantic, syntactic and pragmatic aspects.

Thus, the student must correctly use the grammatical structure, its use, according to the type of text, with the characteristics of the context, use strategies to start, continue and complete a communicative act, construct texts with coherence. The sociocultural dimension is related to their knowledge about the context, feelings and states of mind of the participants in the communicative act, the intention, communicative purpose of the issuer and the situation in which the communication is carried out.

In a general way, it can be affirmed that in the work carried out, levels of help are offered from differentiated help situations in grammatical analysis as a systematic and dynamic process of stimulation of personalized student learning, where the needs of help that this student are recognized required at a certain time for you to successfully perform the assigned task.

In the didactic-grammatical orientation, the use of help resources contributes to developing the capacities of the students for their performance in social practice and in the search for their own learning strategies autonomously; thus affirming the pedagogical value of helping students in the pedagogical process. Likewise, attention to professional differences is outlined as an ethical-professional condition that implies a transformation that benefits the humanistic character and implies deep respect for man. This is how a humanistic and sociocultural didactic stance is revealed.

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