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# *Consideraciones en torno a la superación profesional de los profesores de Español-Literatura del Preuniversitario*

## *Considerations on the professional development of Pre-university Spanish-Literature teachers.*

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**Resumen:** El presente artículo contribuye a la solución de un problema que forma parte de una investigación doctoral y que ha estado presente entre las prioridades de los diferentes cursos académicos: la superación de los profesores de Español-Literatura para la enseñanza de la literatura en el preuniversitario. Para lo cual se ofrecen precisiones, sugerencias de temas y algunos contenidos esenciales que se han tratado en programas de cursos impartidos como parte de la determinación de necesidades de los sujetos implicados por lo que se emplea como método fundamental la sistematización, así como el estudio documental, observación participante en clases, y entrevista.

**Palabras clave:** Enseñanza de literatura; Licenciatura en Español- Literatura; Lectura; Sugerencias metodológicas

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**Abstract:** This article contributes to the solution of a problem that is part of a doctoral research and that has been present among the priorities of the different academic courses: the improvement of Spanish-Literature teachers for the teaching of literature at the pre-university level. To this end, we offer details, suggestions of topics and some essential contents that have been dealt with in course programs given as part of the determination of the needs of the subjects involved, for which systematization is used as a fundamental method, as well as the documentary study, participant observation in classes, and interview.

**Keywords:** Literature teaching; Bachelor's degree in Spanish - Literature; Reading; Methodological suggestions.

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## **Introduction**

The qualitative improvement of teaching depends on the improvement and improvement of the personnel in charge of the teaching-educational function, on the dedication and importance given by the teacher to his self-preparation, to his scientific preparation; on the mastery and creativity he develops when preparing and teaching his classes and on the love he puts into this work, which from the personal point of view, is a manifestation of revolutionary responsibility, but which is reverted in society in a growing efficiency in the development of the educational work.

Methodological work is an essential activity within the teaching task. Its main objective is the achievement of a professional who learns to efficiently develop all the teaching-educational work, which

should have repercussions on the achievement of superior results in terms of capacities, abilities, independent learning, and creativity of the students. The methodological work must be distinguished by being creative, without reaching spontaneity, not adjusting to rigid schemes that prevent its adaptation to circumstantial needs, providing spaces for professional edification for all teachers, regardless of their pedagogical experience, systematically nourishing themselves from their practice.

Another basic objective of this work is related to the propitiation of a teaching seen as an active, productive and creative process. Its content includes the study of the methodology to be used in the educational teaching work, the knowledge of the particularities of the psychological development of the students, the outlining of strategies for the most effective cognitive activity and the study by teachers of those issues aimed at methodological enrichment.

For the materialization of all this content in teaching institutions, i.e. departments, schools, pedagogical faculties, actions such as: training in the use of teaching aids, the deepening of specialties and methodological-procedural suggestions for the treatment of teaching content should be deployed.

The objectives and contents of the methodological work must be materialized by the corresponding structures that go from the departmental instance to the national structures. In all of them it is necessary that the preparation and execution of the methodological work be reverted in a transformation of the practice, in a modification of those methods and procedures that demand a renewal of the substantive improvement of the teaching work.

All instances must, on the one hand, teach and demonstrate, and on the other hand, take elements from the practice of teachers with more experience and better results in order to generalize the ways that made such achievements possible.

In practice, there are multiple ways to carry out methodological work and all of them must interrelate, complement each other and make individual and collective growth possible.

Article 43 of the current Regulation of methodological work of the Ministry of Education, of Cuba (R/M 200/2014,p.12) states: "The teaching-methodological work is the activity that is carried out in order to continuously improve the educational process, from the methodological preparation of cadres, officials and teachers, based primarily on the didactic preparation that educators, cadres and officials possess in the domain of the objectives of the year of life, grade and level, the content of the programs, the methods and means available to them, as well as the critical analysis and accumulated experience". Likewise, Article 44 states that the forms of teaching-methodological work are:

## Methodological meeting

- a) Methodological class
- b) Open class
- c) Methodological workshop
- d) Verification class
- e) Methodological help visit
- f) Subject preparation
- g) Tutorial pedagogical counseling
- h) Control to classes or activities of the educational process in Pre-school
- i) Methodological consulting

All forms of methodological work can be used at the different levels; however, systematic practice shows that there is a greater use of some over others and that, depending on the level in question, certain forms predominate. Based on this reality, the priorities by levels are specified, without making them compulsory, but rather they are planned taking into account the diagnosis of needs and the systemic nature of the methodological work.

Other ways to carry out such work are self-preparation, methodological work commissions, consultations or offices, seminars, debates, round tables, exchanges of experiences, conferences, attention to systematic and concentrated work practice in municipal university centers.

The obligatory scenarios to carry out the different ways of methodological work are, in addition to the departments and schools, the pedagogical headquarters of the universities, centers to which the constant improvement and preparation of teachers is strongly linked and in which they are assumed as one of the main tasks. In these centers, teacher training should be characterized by systematicity, which guarantees greater and better conditions for the teacher to be able to address in the classroom the development of the subsystems of the units that will be implemented in classes. It is for this reason that this article aims to present considerations about the improvement of high school Language and Literature teachers from the methodological work carried out by the pedagogical faculties of the universities.

## Materials and Methods

The current problems referred to the teaching-learning processes of language and literature in the different levels of the Educational System, specifically in the pre-university, become a starting point to unveil the need for theoretical and didactic updating in this field.

The vertiginous development of science has caused the proliferation of theoretical positions, conceptions and approaches, as well as the emergence of new disciplinary fields which, in the case of literature, require the permanent updating of the teaching staff dedicated to explaining this subject.

The improvement of the teaching staff that is put into practice in the Humanities department from the programs of the different pre-university grades has a well-defined objective: the methodological treatment of the study units, the definition of the organizational variants of possible use, as well as the deepening of the theoretical-methodological contents of the subject they teach, with emphasis on the new approaches to approach artistic literature and its relation with the language as its support.

This is due to the need for the personnel who currently work as Language and Literature teachers to be duly updated and prepared for the development of the programs that are taught at the pre-university level.

The changes that are originating with the new educational improvement demand a renewal in the treatment of the subject, since at present the analysis of literary works in the pre-university has been limited only to the study of linguistic structures, based on their recognition and not according to their usefulness in the text. This descriptive approach has also been present in the preparation of the exams, since artistic literature is not evaluated in the entrance exams and this leads the teacher to minimize its teaching, which has been verified by the authors during the exercise of teaching in the pre-university and the experience from the postgraduate education.

In classes observed in different pre-university classes, these inadequacies have been noted, where the descriptive application of linguistic categories to the analysis of works, the non-treatment of the categories proper to the genres of literature and the non-application of their teaching and analysis methods are evidenced. Likewise, the treatment of reading as a way for such analysis is not conceived in a harmonious way, nor is there a proposal that could revert the negative results found.

In spite of recognizing the importance and actuality of the mentioned approach, it is estimated that its incorrect application and the lack of contextualization in the teaching of literary contents has had a negative impact on pre-university students, since they have considerably distanced themselves from literary art and do not incorporate the reading of literary works to their leisure options; they consider the class of literary contents boring and excessively theoretical.

For the development of the following work, systematization has been followed as a method which has made it possible to systematize the theory regarding the contents that are considered necessary to address in the improvement of teachers from the methodological work, as well as the use of empirical methods that allow diagnosing the current state of Spanish-Literature teachers in the territory.

## **Results**

The Department of Spanish-Literature of the Faculty of Secondary Education of the Félix Varela Morales Pedagogical Headquarters has reliably developed the capital task of the improvement of secondary education teachers, which is why it has valuable experiences in this regard.

At the present time, the improvement of teachers is essential. With a monthly frequency the teachers of the territory attend the preparation and in this way one of the guidelines approved in the VI Congress of the PCC is fulfilled, which is referred to the training with quality and rigor of the teaching personnel that is required to respond to the needs of the educational centers in the different levels of education.

In order to achieve an updated and rigorous preparation of the teaching staff, it is necessary to have an adequate planning and careful preparation, due to the diversity of the composition of the teaching staff. To this we must add the specific work of the subject Spanish-Literature from an integrative perspective of its components with a cognitive, communicative and sociocultural approach and the articulation of the textbook, the spelling notebook, educational software... to the classroom. All this requires the practical mastery of the programs in force, a basic requirement of the teacher or of the group of teachers who assume the organization, planning and execution of the teachers' improvement from the pedagogical headquarters.

Another characteristic of teacher training is the implementation of actions for the preparation of the territorial collaborators of subjects in the different grades: it involves theoretical-practical activities that will then be transmitted to other teachers in the municipalities; it includes the treatment and suggestions for the cognitive, ideological, axiological and methodological approach to the contents of the programs, the selection of video materials, the work with the textbook, as well as with communication skills.

These actions guarantee the preparation of the cloisters with procedural tools and take into account the possibility of defining organizational variants by the collective.

Likewise, it is a priority to carry out very specific actions for teachers with little or no work experience at the upper secondary level; for teachers who have returned to the classroom after retirement or other

reasons; teachers who are taking over the teaching of the subject but are not graduates of it and teachers in training.

We agree with Valle Lima, A. (2012) that the training provided to teachers must be accompanied by a procedure characterized by the following:

Determination of needs, planning and organization of training, and the development of what is planned.

Based on these assumptions, some suggestions on the content of such overcoming are specified. **Some clarifications on the improvement of Spanish-Literature teachers at the university level**

When conceiving the improvement of teachers, certain actions should be considered based on the findings of the different techniques and methods applied to determine the needs. These actions can be summarized as follows:

The possibilities offered by educational technology (video materials, software, among others) according to the units or aspects to be covered.

- Demonstration of how to use the textbook efficiently.
- The modeling of subsystems and class systems belonging to each unit.
- The punctualization of key contents of each unit according to the specific objectives.
- The treatment of the components of the subject with a cognitive, communicative and sociocultural approach and the interrelation of these with other curricular areas.
- The resolution of exercises from the textbook and workbook.
- The approach to literary, grammatical and orthographic topics and their didactics.
- Precisions for the classroom treatment of the construction of oral and written texts.
- Suggestions of contents to evaluate and how to do it according to the students' interests and the minimum essential contents.
- Suggestions to teachers of grade 12 to train students in terms of typical exercises of the Spanish entrance exam.
- The use of the software "The art of letters".
- The literary analysis of some texts of the programs and other works of the authors studied in order to have a more holistic view of their creation.

- The analysis of entrance exam syllabi already applied in previous courses from which valuable experiences can be extracted.
- Open methodological activities that allow combining the theoretical-methodological assumptions approached with systematic practice.
- Dissemination of didactic experiences through the use of results from master's and doctoral theses.

### **Proposal of the system of contents to be dealt with during the training**

The didactics of the Humanities. The class in the area of Humanities. The Language and Literature class at the pre-university level. Didactic components. Suggestions for the use of teaching and technological materials. The integrated Language and Literature class, a look from the cognitive, communicative and sociocultural approach.

Functional components: comprehension, analysis and construction. The literary aesthetic discourse as a complex phenomenon in the analysis. Reading and its different views. Some modern theories. Literary analysis, a look from modern methods. Its treatment from the different literary genres. The teaching of literary genres.

Didactics of works belonging to the epic-narrative genre.

The teaching of works belonging to the dramatic genre. Some modern theories.

The treatment of linguistic contents in the different pre-university programs with a cognitive, communicative and sociocultural approach. Didactics of the normative contents in the pre-university with a cognitive, communicative and sociocultural approach through the dictation method.

The teaching of works belonging to the lyric genre. Some modern theories. Practice of the recognition of aesthetic resources in baroque, romantic and avant-garde texts.

The statements-learning tasks in the evaluation process of the linguistic-literary contents.

The work of improvement must also include the dissemination to teachers of all the new orientation of the higher instances, as well as the use of more experienced teachers for the development of topics of collective interest: the communicative class of language and literature, the motivation for reading, the methods for teaching language and literature, the exam revision class, the revision of written texts, the treatment of dictation in the teaching of language and literature, among others.

For the development of this system, we present the treatment of some aspects that should be assessed for the implementation of a proposal that allows the stimulation of reading as an indispensable

requirement for the apprehension of the linguistic-literary contents that were previously exposed in the proposal of topics to guide the improvement, for this we affiliate ourselves to the criteria of Professor Moré Mir(2013) who considers that to stimulate reading in students it is necessary to know:

**"the characteristics that every teacher should have, the attitude of the reader and the role of the teacher",**

which are considered by the aforementioned author when he states that "he must be a good reader, a voracious reader, understanding and knowledgeable of the literature that he promotes and makes his students understand" (Moré: 2013, p.2). (Moré: 2013, p.2)

Knowing the life and work of the writers makes it possible to familiarize the student with the work and the context in which it unfolds. It is up to him to give the reader aspects that allow him to develop his power of reaction before the reading and to be able to enjoy it fully. He must have preparation, culture, prestige, interest and capacity. In addition to adequate communication and endless creativity.

#### **Attitude of the reader:**

In order for the development of reading to be efficient, it is also convenient to focus on the reader's prejudices before the text, that is, the act of prejudging in advance without a full and deep knowledge of what is being read. Prejudices constitute barriers that hinder the process of comprehension and analysis, since they prevent one from grasping the essence of what is being communicated, given one's own limitations and shortcomings, almost always associated with a poor experience of language.

#### **Teacher's role:**

It is a problemal problem to teach someone else to read, but it is not so difficult to teach someone else how one reads oneself; what the circumstances of our learning were. It is possible that each one acquires a different attitude towards literature, under the influence of the different attitudes of the teachers. Therefore, it is best for the teacher to limit himself to suggesting ways and means and to acquaint the student with the literary results used by the various types of literature and the techniques that will enable him to approach their interpretation, but the student should always be warned that when reading he should place himself as a personality, as one temperament before another and that no one can specify beforehand the result of that relationship. It is important to emphasize that the student must read with a purpose and an aim.

It is also appropriate to specify certain criteria of authoritative voices on the subject of reading that teachers should consider, among them, the outstanding Spanish linguist Daniel Cassany:



For Cassany (2000), reading can be extensive or intensive. Extensive reading is that which is done on one's own initiative, because there is interest in doing so or for pure entertainment. The purpose of this type of reading is primarily attitudinal, and is aimed at promoting the habit of reading. In this sense, students are free to select the texts they wish to read.

Intensive reading refers to the texts that must be read at school, and its purpose is to develop skills related to reading comprehension. In this sense, its practice includes strategies to identify specific information, discriminate relevant information from complementary information, make inferences from explicit data, among other skills. This reading, as an independent study technique, according to Garcia Alzola (1972), in fact, links reading to all other subjects and aims to capture a large number of data and relate them in large units of meaning, which aims to appropriate knowledge.

In the school context specifically, reading takes on an extraordinary importance, as it becomes a fundamental way of study, from which the student acquires the necessary information to efficiently face the teaching-learning process (PEA), both general and particular, and of course, also that which he/she performs, in favor of his/her recreation.

From the didactic point of view, it is essential for the teacher to know the forms and types of reading, since it is an aspect to take into consideration from the very planning of the class and/or learning tasks.

The forms of reading are oral and silent. The purpose of oral reading is to exercise proper pronunciation, in accordance with punctuation marks, intonation, and the rhythm demanded by the text being read; it is a way for the teacher to verify the student's understanding of the text, as this is a basic condition for achieving the required expressiveness. Silent reading is aimed at obtaining information for a specific purpose, and can be done in the classroom or outside of it. In either case, its use is subject to the didactic intention, around which teacher and student play a decisive role.

Closely related to the above are the different types of reading that, in order to put into practice the development of the proposal, it is necessary to know what they consist of. Barreras (2013) recognizes as fundamental types of reading: annotated reading, consultation reading, creative reading, artistic or expressive reading and information reading.

Annotated reading favors the comprehension of the text in a fragmented way, it can be from the parts to the whole or vice versa, by either of the two ways the student will reach the global comprehension of the text. The teacher, for his part, can use this type of reading to "give strength" to certain concepts or key ideas of the class or any other teaching activity.

The consultation reading allows the student to deepen on a particular topic, according to the objective that is drawn, so that it favors the development of knowledge, habits, skills, strategies and motivations for the subject of attention. It must be precisely oriented, so the teacher will provide specific data such as: title of the book or article, author, where to find it, objective of the consultation, etc.

Creative reading allows the enjoyment of literature to be internalized as an experience. According to María Hortensia Lacau (1967), it is necessary to turn the adolescent reader into a collaborator, a character, a creator of complementary projects, an eyewitness, a committed polemicist, a reporter of tastes and experiences. She considers that this type of reading favors literary reading as a personal experience.

The latter is closely related to artistic or expressive reading, which corresponds to representation or scenic representation. In the language and literature class, this type of reading is very valuable, since it helps the student to identify with the message of the text he/she is reading, with the characters, with the conflicts that are revealed in it and that the reader knows through the statement and the significant load of the punctuation marks used.

- a) It is necessary to emphasize that expressive reading is only possible when the text has been fully understood, which allows the combination of good intonation, tone of voice, strength, pauses, expression, gestures, etc., to reveal the expressiveness of reading.
- b) It is essential that the teacher does not limit himself only to the knowledge of these types of reading, but should promote them as methods from the very activities designed for the stimulation of reading.
- c) For the selection of the works to work on, the characteristics of adolescence and other aspects should be taken into account, which are determined in:
  - d) The works to be worked on should be those closest to the students.
  - e) In the works chosen, the themes, characters and language should be pleasant; that is to say, easy to understand and treat.

In order to be successful in the task of stimulating students to read the works, the activities must be planned based on the phases that comprise all teaching activities, these are:

### **Orientation or orientation stage**

In this phase the student will be oriented to what; that is to say, what he/she will read. At this stage, a brief contextualization will be made, where aspects of the author's life will be included, specifying the time and place where he/she lives, as well as the historical context in which it is framed. They can also be alerted about possible difficulties that may be encountered in the course of reading.

### **Execution or stage of execution**

This stage will be done independently from the stimulation exercises. At this stage, the teacher may be interested in how to advance in the reading with questions aimed at the development of the plot of the work to be read.

### **Control or control stage**

It is the phase that allows knowing if the student did or did not do it; what he understood or not, what he liked and what he did not like about the work.

For the realization of such a proposal in order to stimulate reading, Moré (2013) refers that four fundamental directions for its organization must be taken into account:

The diagnosis, determination of the problemal, its causes and the elaboration of the actions, methods, procedures, ways and the control(Moré, 2013,p.4).

As part of these actions are included the selection of texts, the inclusion of titles related to the works to be worked on in the programs, as well as taking into account the levels of complexity, the levels of assimilation and variety of each one of them.

### **Methods, procedures and routes**

These should be participatory so that students can issue criteria, opinions and considerations in this regard.

### **Control**

It should be carried out based on the results achieved in these activities in relation to the reading checks carried out with the delivery of guides that serve the students for self-monitoring. This control should be more at the affective-emotional level than at the literary level to know how the reading of the work reached them and their considerations about it.

### **Procedures and ways to conceive the proposal**

These should provide constant stimulus and exchange, which is the fundamental way to achieve motivation, therefore, meetings with writers, book debates, creative workshops, visits to libraries,

bookstores, to achieve the purchase and interest in books, activities that result in the student awakening his literary interest and greater intellectual development.

- Group activities that facilitate the exchange of criteria and information, which should enable an open and direct debate.

- Motivational activities that facilitate reasoning and allow making judgments according to personal interests and tastes.

- Activities that achieve the student's interest from the chapters presented to be read, the work or others that are related to the thematic approached.

Observation should play a very important role in the control, since it will serve to determine to what extent the student became interested in reading the work, if he/she participates in the discussion activities, if he/she looks for texts by the same author to continue learning, or others that deal with the same topic.

It is also proposed to conduct a final closing survey to determine to what extent the students were stimulated to read.

To stimulate, the teacher should choose topics that are related to the age of the students, as well as their preferences, and above all, the teacher should be a facilitator, guide, friend and guide of the activity to be developed.

We consider that the teacher, from these suggestions, in the conception of his proposals, can create with his own style other actions that complement and enrich what has been addressed.

Like any other activity, once the implementation of the improvement system has been completed, it should be controlled by means of evaluation, which is proposed to be developed through the observation of teacher-student performance and active participation in the construction and consolidation of knowledge. The realization of a practical activity in an educational institution where the theoretical contents approached in the observation of a class are materialized is encouraged.

A final workshop is proposed as a way of closing the program where they will present the methodological treatment of a unit of the programs of a grade of the level, as well as the elaboration of an evaluative project that integrates the linguistic-literary contents with the approach dealt with in the course.

## **Conclusions**

The Department of Spanish-Literature of the FEM (Faculty of Secondary Education) of the Central University "Marta Abreu" of Las Villas, has in its hands the responsibility of the permanent improvement of the Spanish-Literature teacher of the territory, since it has deployed a planned and prepared improvement according to the needs of the teachers of the province and based on the most current approaches to the teaching of Spanish language and literature, with emphasis on the latter, given the possibilities it has for the spiritual and individual enrichment and therefore to appropriate an increasingly larger and better cultural universe.

The methodological work constitutes a space for the treatment of the contents of the improvement.

The improvement must be carried out monthly according to the didactic demands of the programs and from the most updated approaches in the teaching of language and literature.

The state of satisfaction of the teachers is very favorable given the level and scientific rigor of this training.

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