

Scientific-investigative Skills in the Training of the Professional of Physical Culture

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To cite this article:

Alina Bestard Revilla. Scientific-investigative Skills in the Training of the Professional of Physical Culture. *International Journal of Sports Science and Physical Education*. Vol. 6, No. 3, 2021, pp. 53-60. doi: 10.11648/j.ijsspe.20210603.13

Received: June 15, 2021; **Accepted:** July 5, 2021; **Published:** September 27, 2021

Abstract: The bibliographic tour carried out allowed us to know some of the problems of communication in scientific research. These studies have given treatment to the communicative approach of the language and have contributed to the development of communicative competence a work from the teaching-learning process of the language itself for the benefit of the student's scientific culture. For the most part, the interest in the development of communicative competence and its dimensions has prevailed; but, even when the discursive in research is recognized among these dimensions, it is observed that its potentialities are not yet used to address the problems that occur in the research process, and that is precisely the approach with which the object of this project is addressed research. However, there are few studies in the university environment of Physical Culture. From there emanates the need to develop the scientific culture of future professionals in Physical Culture. The study characterizes the scientific, research skills and communication must possess the professional of Physical Culture in its link with the academic components, labor and scientist who would propiciate a creative thought. A diagnosis was made students and teachers and the race that reported some difficulties in communicating scientific results and the lack of these investigative skills. The methodology is based on a qualitative approach based on the collection of information provided by a sample of teachers and students, to whom a survey was applied that allowed the formation of the required information, verified through scientific observation and triangulation. of data with other bibliographic sources consulted. The description, explanation and evaluation carried out are the results that are presented here and are integrated into the proposed didactic strategy.

Keywords: Communication, Science, Research

1. Introduction

At present, different ideas have been developed aimed at establishing a new relationship between higher education, teaching research and scientific production. These ideas are based on the fact that education is the reflection of the philosophy of a given society and that it goes hand in hand with its development.

The impetuous pace of scientific-technical development worldwide and especially in Cuba, the technological revolution has invaded the field of Pedagogical Sciences and the modern teaching process is not conceived without the presence of some type of informatics or computational technology in its becoming what they demand of higher education centers suitable answers. In this sense, university graduates must be prepared, more and more, to face by

themselves, the urgent tasks that the social productive practice demands.

The Faculty of Physical Culture of Santiago de Cuba must provide answers to the problems that still persist in education, its organization and improvement, hence the latter is oriented towards the acquisition of a set of characteristics and possibilities that are expressed in habits and ability is in the academic, scientific and work spheres.

The graduate of Physical Culture must be able to teach their classes and perform in any of its four spheres of action, with a high level of organization, logical method, pedagogical knowledge and with an absolute mastery of the content, provided that in their period As a student, they have acquired the habits and skills for independent work, creative thinking and are able to apply their knowledge to various

situations and solve them efficiently, issues that are revealed in teaching or student scientific work.

This study is part of the Project: Scientific culture in the Physical culture career that is ascribed to the research line Improvement of the educational training processes of the Universidad de Oriente and is aimed directly at solving deficiencies in the components of scientific culture- research of students and new teachers in their professional work. The objective of the present work is expressed in the need to develop scientific literacy of future professionals Physical Culture, from the characterization of scientific skills, research and communication must master this student in his relationship with the academic components, labor and scientific that promote creative thinking and knowledge of investigative methods and practices to achieve better performance in the four spheres of action of his profession as professor-researcher.

In accordance with these precedents, some important aspects to take into account to achieve this objective are made explicit, such as:

- 1) the continuity and systematicity of the scientific work of the students.
- 2) the gradation of the level of difficulties of student scientific activity.
- 3) the massiveness in the incorporation of students to scientific activity.
- 4) the usefulness of scientific research carried out by students.
- 5) the pedagogical projection of student scientific work.
- 6) the link between student scientific activity and the research work of professors (projects, undergraduate, master's and doctorate theses, publication of articles in journals of national and international visibility).
- 7) The activity of the investigative labor practice.
- 8) The goals of the race and each year.

However, after carrying out the diagnosis made to teachers and students of the first and fourth years of the Physical Culture career of Santiago de Cuba, in the 2015-16 academic year some shortcomings were noticed that should be addressed as part of the training process of the professional, within which can be pointed out (in students): difficulties in formulating creative practical problems, developing skills to turn them into knowledge problems in the profession and communicating their solution according to the context of action. Limited ability between research and communication, both written and expository of the student. Insufficient use of tools for the communicative contextualization of the pedagogical discourse that stimulate the discursive elaboration in the approach of significant problems of reality and the search for solutions in the investigative and professional context. In teachers, deficient scientific-methodological treatment between research and scientific production, insufficient use of interdisciplinary relationships between the subjects of the cloister.

These difficulties motivated the realization of this study to offer its solution within the undergraduate framework of this future professional.

2. Methods

The bibliographic antecedents consulted highlight that the functional communicative approach of the language has made it possible to deal with communication problems in scientific research; hence the wide dissemination in the scientific community. In this sense, in the eastern region there are several researchers who have addressed this issue: Cisneros, (1996) [1], provide their results on the basis of content linked to linguistic competence; On the other hand, Ramos, (2002) [2], Plá, (2007) [3], and Lorie, (2008) [4], on the basis of the functional communicative approach of the language, pay attention to the comprehension of texts; Bravo, (2003) [5], to textual analysis; and Vega, (2003) [6] to the construction of texts. On the other hand, Savón, (2009) [7], Vargas, (2010) [8], Bonne, (2011) [9], Álvarez, (2011) [10], deal with communication problems on the base of the cognitive and communicative approach and the metacomprehension of written texts. Silva (2016) [11], investigates the relationships between the constructive ordering of pedagogical discourse and the constructive integration of competences for research in the Physical Culture career.

As can be seen, these authors have given treatment to the communicative approach of the language and have contributed to the development of communicative competence a work from the teaching-learning process of the language itself for the benefit of the student's scientific culture. For the most part, the interest in the development of communicative competence and its dimensions has prevailed; but, even when the discursive in research is recognized among these dimensions, it is observed that its potentialities are not yet used to address the problems that occur in the research process, and that is precisely the approach with which the object of this project is addressed research.

On the other hand, Forgas, (2003) [12], designs a model of professional competences for the training of technicians. For its part, Roméu, (2006) [13], promotes a research project for the application of the cognitive, communicative and sociocultural approach with the development of a competence of the same nature in the teaching of language and literature for careers They are studied at the "Enrique José Varona" Higher Pedagogical Institute. More, (2008) [14], models the process of formation of the communicative pedagogical professional competence.

These contributions made express a valuable theoretical significance, as they address this issue from different angles, which contribute to a better understanding of the investigated object. But, its scientific results do not prevent the possibility that this project will continue to investigate the need to develop the scientific research culture as an important competence for the initial research training of the Physical Culture professional.

At the Faculty of Physical Culture, this study began with a previous project, called " Cognitive and metacognitive strategies for understanding the text " (ECOM), concluded in December 2014, which offered as results the characterization

of the current state of the communicative and investigative competence in university students of the Physical Culture career, instruments for the diagnosis of the communicative process in the career, a system of didactic-methodological activities to contribute to the development of communication skills that includes instructional materials with pedagogical, technical and workshops for the communication of teachers and students, didactic strategy for working with scientific texts and their preparation.

2.1. Sample and Methodology

From a diagnosis made with the fourth and fifth years of the Faculty of Physical Culture of the Universidad de Oriente (FCF) where the performance of these students was studied, deficiencies were found in these communication skills. Especially, in oral expression, it is manifested in the scientific exhibitions that they carry out in practical classes, seminars, course work and thesis workshops typical of these terminal years, so the group of professors of this Santiago university center undertook the task to work on the solution of these deficiencies that find their solution in the application of the curricular strategy for the teaching of the mother tongue. One objective of this strategy is to improve both linguistic competence and communicative competence of students, specifically through the use of oral discourse through the exhibition.

Among the theoretical methods used, the following can be mentioned: analytical-synthetic, inductive-deductive and the functional systemic approach.

Analysis-synthesis: to carry out the analysis and assessment of the core aspects related to the close link between general culture and scientific culture in the sports teaching-learning process, with an emphasis on the impact on the visibility of the scientific result expressed in scientific articles and final theses master's degree.

Inductive-deductive: for the derivation of scientific-investigative skills that the professional of Physical Culture and sports must possess.

Functional structural systemic method: it was used for the elaboration of the proposed pedagogical actions.

Empirical methods:

Observation: to thesis classes and workshops to check how the indicators that allow evaluating the scientific-investigative skills acquired as an expression of the student's scientific culture behave.

Document review: to learn about teaching-methodological aspects related to the postgraduate teaching process in the Physical Culture and Sports career.

Techniques for information processing:

Interview: to the teachers and professors of the Faculty of Physical Culture Also to coordinators of years to know their criteria regarding the advancement of students in the mastery of these skills.

Survey: applied to students to specify their criteria about the need for mastery and knowledge of these scientific-investigative skills.

Based on interviews with teachers and the tabulation of

student surveys, it was possible to verify the behavior of this problem in university education. The enrollment of the first and fifth years of the 2018-2019 school year of the FCF of Santiago de Cuba was used as the population, amounting to 519 students. As a sample, we only worked with the enrollment of 30 students, 15 from the 1st year and 15 from the 5th year.

The intentional sample included the following elements:

- 1) Be tuition of these years.
- 2) Have approved the courses of the program.
- 3) Have approved s the workshops of final thesis of the degree (for the 5th year).

Taking into account the integral components of scientific culture for the Physical Culture professional, some indicators were elaborated for their evaluation in the oral and written presentations. They can be mentioned:

(1) the didactic performance of teachers in the operationalization and evaluation of scientific-investigative skills achieved in classes and workshops, adequate search and processing of scientific information with its corresponding bibliographic criticism, correct construction of the oral and written discourse of the research, and (2) the level of student performance in the production of research discourse and its systematization in the formation of research competencies.

Although it has been aware of the transformations and advances of partial methods in what refers to scientific-research training in general, these advances have not always become part of the teaching-methodological arsenal to transform reality in our country. main mission, and sometimes, when making use of them, spontaneity has prevailed.

This work constitutes a collective and organized intention to carry out an extensive research experience, the participating teachers, however, have contributed the results of their scientific work in recent years in national and international events organized in different universities in the country and at the institute level, which demonstrate the relevance and current need for this project. The intention in this sense is to take advantage of the intellectual and investigative potentialities of the group of teachers involved in the teaching of the subjects involved, including: Spanish, English, scientific research methodology, data analysis, computing, sociology, management; whose development prospects are unlimited.

Despite the systematic contributions of previous research from which valuable results have been obtained; There are still shortcomings that need to be addressed, among them are:

The scant attention to diversity leads to the formulation of the concept of verbal or linguistic repertoire. The term diversity characterizes linguistic use, language users and speaking communities. Along with it, the term inequality must be considered, determined by the diastatic, diaphasic and diatopic character of the language and which is present in its users. On the basis of this differentiation, the teacher must work to achieve an adequate mastery of what is regulated by our norm.

The agents who carry out this task are the teachers who act as leaders in the teaching-learning process and, especially, through the constant evaluation they carry out, both of the academic activity itself as well as of the behaviors and skills. attitudes of the students. It is interesting to note that evaluations are largely based on oral or written linguistic productions, in such a way that, very often, what has been said cannot be separated from how it has been said. Expressions such as "If you do not know how to explain it, it is because you do not know", "Answer the question properly", "It is not enough that you know the content, you must know how to explain it properly", "Argue, do not answer with monosyllables", so frequent in the mouths of teachers, they only demonstrate this fact. Expressions such as: "the students do not know how to speak" are often frequent, because, obviously, what hides behind this apparent nonsense is that "the students do not know how to speak *in a certain way*," that is, they have not been able to speak appropriately of that "legitimate language", normed, in terms of Bourdieu and, therefore, they do not use the variety and the register that the school requires as a requirement to achieve a positive evaluation that allows the student to be considered as a "competent" member of society. (1982) [15].

As previously stated, students enter university with a specific linguistic capital and the institution must contribute to increasing this capital and, from the point of view of this author, to correcting those linguistic deficiencies they possess, especially if it is taken into account will be in future teachers and must in turn perform the same work with their own students. The school does not have a "unifying" mission, according to which by itself it can erase all social inequalities and create equal individuals before society. That is pure utopia; However, the school can contribute to the reduction of certain sociocultural inequalities, emphasizing training based on reflection and critical thinking, while respecting the traditions and values of the social communities that comprise it. This reflection must be aimed at the assumption by the student, in a conscious way, of what are the deficiencies in the linguistic use that he has and how to solve them effectively. This functional communicative approach to language has made it possible to deal with communication problems; hence the wide dissemination in the scientific community.

The analysis developed so far has an implication in the logic of thought for the teaching-learning of the theoretical-methodological components of the research, which is specified in discursive communication, as a stable and systematic means for the dissemination of the analysis and results of each student, in the midst of the dynamics that occurs in the class.

2.2. Language and University Teaching Work

The purpose of the teacher, as part of the dynamics of the initial training process, is to help the student develop their transforming capacity in the professional and social aspects, which allows recognizing cognitive, evaluative and communicative qualities as essential formative qualities, with

which manifests knowing, doing, being and living together, which are reflections of commitment, flexibility, transcendence and love; all of which patentize in the student better self - esteem, autonomy, independence and creativity, among others (Fuentes, 2009) [16].

In this formative process, the student behaves showing a certain level of communication competence; In other words, it has the ability to participate in communicative interactions, based on its sociocultural references, and with the intervention of two interrelated components: according to Roméu, A. (2007) [17], constructional (or organizational) competence and discursive competence. The first designates the knowledge of the "code", that is, of the elements and rules that organize the system of a language. The second designates the ability to use the code in certain communication situations.

The author herself refers that the interrelation of these two competences occurs because the subject in normal conditions possesses at the same time the knowledge of the constitutive rules of the code and the knowledge of the rules that govern the use of language in the various communication situations. All of which means that both are very much needed.

This analysis helps to understand the need to recognize discursive competence as "the ability to make texts work in specific communication situations, in front of a specific addressee, to obtain specific extra-linguistic objectives. Discursive competence: [...] situational and enunciative" (Roméu, 2007: 3) [18].

In correspondence with this criterion, the considerations of García, (2011) [19] are analyzed, when in his *current Debate on investigative competences* he refers that the training and development of capacities for scientific activity are identified by three dimensions: procedural, operational and motivational, to observe the internal structure of each.

In this sense, the aforementioned researcher, by referring to the ability to communicate and socialize the results of scientific activity, in the procedural dimension, recognizes psychic, motivational and volitional processes, which through indicators allow measuring compliance with the norms of writing and presentation, current affairs, mastery of the subject during the oral presentation, among other aspects. In the same way, it identifies metacognition as the way to include executive control in the regulation and self-regulation of taking a scientific position and the conscious nature of the process followed. In this regard, it is considered that the reference to this entire process implies taking into account - as a whole- the investigation and the discourse.

Thus, the considerations of Roméu and García place emphasis on those operational resources that favor the communicative synthesis of an investigative process, through the discourse benefited by self-regulation for the functionality of texts in communicative circumstances of scientific research. This would be a way to enhance the organization, construction and production of discourse for the formation of competencies in the teaching-learning process of the theoretical-methodological components of the research. What has been raised shows the complexity of the

essence of the term competence, associated with different branches of knowledge. It is convenient for this study to take the psychological approach as a basis.

Scientific culture (developed by Physical Culture students) must allow control of an objective, planning and execution itself to be deployed in their metacognitive activity, as a process of checking what they have learned, and expression of self-control of the results of their activity, related to the experience acquired by them in their exchanges with Physical Education, Sports, Recreation or Therapeutic and Prophylactic Physical Culture so that their regulatory function is fulfilled, based on the knowledge accumulated by the students who participate in the individual experience of the other.

In Physical Culture students, whose pedagogical mode of action must be enriched by communicative quality, discourse must be taken into account as a didactic-linguistic resource with which the competence that integrates discourse and research is formed; since the conceptual, procedural and attitudinal aspects are strengthened when the discursive act for the investigation is consolidated.

The professor dedicates more time to leveling, based on corrective methods, as a sign of concern about the insufficiencies when entering the institution, to the detriment of the functional and professional treatment of the didactics of the linguistic content in the research.

Then a type of linear and rigid discursive interaction is observed in the classroom; since the speech is characterized by being very technical at times and at other times, decontextualized because the teacher intervenes for most of the time, without giving the floor.

On the other hand, through surveys and interviews with the students, the insufficient systematization of the diagnosis for the follow-up of the insufficiencies and potentialities presented by the students is highlighted, of whom it is appropriate to recognize the linguistic diversity, due to the origin of areas with linguistic particularities distinctive of each of the sociocultural contexts in which they were formed.

The question is not to reject certain expressions but to teach students when, at what moment, with what intention, with whom some turns or others can be used; that is, to ensure the broadening of the school's idiomatic universe. At all times the work of the teacher must be to channel, direct and guide but without stopping the normal development of the language. Making the student feel very comfortable in school, that he speaks without inhibitions, without perceiving that he is constantly being censored, is the best way to guarantee quality learning.

Sociolinguistics offers a framework in which to place the different elements that intervene in the process of linguistic use. From a "macro" point of view, it allows us to analyze and understand the relationships that exist between language, culture and society, complex and dynamic relationships that have a direct reflection on the university institution.

From a "micro" point of view, it provides instruments for analyzing everyday verbal interaction—in and outside the classroom—integrating sociocultural, linguistic and

cognitive elements. This analysis is the prerequisite for any approach to didactic intervention that aims to develop the discursive capacities of the students of the Physical Culture career.

When organizing oral activities, such as exhibitions and debates, it is observed in these students how difficult it is for them to establish the objectives of an oral activity and, for the teachers, to establish the criteria for its evaluation, since the dilemma that was expressed frequently appears the right content, but in an inappropriate way. A large part of the problem resides in the fact that these activities are carried out without having first seriously reflected (as is done with regard to regulations or grammar in writing) on the characteristics of the oral use of the language. There is a lack of a theoretical and methodological framework that gives meaning to this teaching practice in this field and, hence, that feeling of helplessness or disorientation that, many times, is observed in our students.

Every speech act involves producing. Producing is a personal process, insofar as it is used to satisfy individual and social needs and interests, because it corresponds to the manifestation of social thought in its double space-time dimension. In this process, competence is put into function, that is, the sum of all linguistic potentialities. To this competence are added others, paralinguistic, which refer to the mimicry or gestures that accompany verbal statements in oral communication, and other non-linguistic ones that derive from the set of knowledge that the subject possesses about the world (cultural competence), those that put into operation the system of interpretation and evaluation of the referential universe that is manifested in all kinds of behavior (ideological competence), those that include situational data, the organization of the communicational space between the sender and the receiver (communicative competence) and those that refer to the thematic-rhetorical restrictions of the text according to its typology (discursive competence).

In the Physical Culture career of Santiago de Cuba, the difficulties in oral and written communication presented by its students, especially those of fourth and fifth year, have not yet been resolved. From a diagnosis made over these years, where the performance of these students was studied, deficiencies in these communication skills were found, especially in oral expression, manifested in the scientific presentations that they carry out in practical classes, seminars, course work and workshops of theses typical of these terminal years, for which the group of professors of this Santiago university center undertook the task of working on the solution of these deficiencies that find their solution in the application of the curricular strategy for the teaching of the language maternal. One objective of this strategy is to improve both linguistic competence and communicative competence of students specifically through the use of oral discourse through the exhibition.

The exhibition is a type of oral discourse that presupposes the work with a methodology thought and appropriate to the nature of a subject to be taught and valuable in terms of acquisition by the students. This discourse can also be used

in different contexts to treat problems of learning and everyday life.

Based on this criterion, these students carry out activities where oral discourse prevails in the form of exposition on questions or aspects of the classes and on the analysis and evaluation of texts or topics suggested to the students, taking into account the interdisciplinary methodological objective that governs in Cuban teaching, they will always be linked to themes related to the rest of the subjects of the year of the degree that the student is studying and attending to the final exercise of thesis defense. This interdisciplinary approach allows to carry out a whole system of didactic actions aimed at overcoming communication difficulties and the acquisition of skills in this regard. As an experience of the use of this discourse as a strategy for the improvement of the didactics of oral communication of the students, it has yielded positive results, appreciable in the clearest and most precise way of expressing themselves, with a better focus on the subject in question and a much more efficient power of synthesis, all this results at the same time, in a more coherent and convincing exposition and therefore in a more competent form of communication.

The essential contribution of this experience lies in the multiple advantages offered by the practice of the exhibition for both teachers and students in the teaching-learning process, taking into account that:

Although the *presentation* can be planned or spontaneous, for the didactic and curricular purpose, the planned presentation is used more frequently in order to better maintain control over the practice of this speech and obtain the desired success. At the end of each presentation, a brief analysis of what has been presented should be carried out, to give the students the opportunity to ask or comment on the exposed topic and point out and correct the errors and thus not only makes use of this speech the one who exposes, but also part of the students that make up the auditorium. It will always be very favorable for the teacher or students to master the subject matter, as this will better conduct this analysis or assessment.

3. Results

The practice of this discourse allows us to verify that its strategic use stimulates and consolidates learning and makes it truly meaningful; it involves the pedagogical group and students in the methodological treatment of oral communication; it democratizes the educational teaching process, among other advantages inherent to the teaching and learning process.

The *exhibition*, both prepared and improvised, worked systematically, favors study and research, develops the ability to consult sources of information and work with computing and computing in general, develops skills in taking notes, in preparation and structuring of diagrams or summaries, develops the capacity for analysis and synthesis, the capacity for criticism, reflection and assessment, increases the understanding of oral and written texts when processing and

interpreting ideas or themes, skills in the translation of texts, working memory, the ability to retain ideas, data or more detailed or expanded information, develops skills to organize ideas or topics and other capacities and abilities inherent to oral communication related to articulation and pronunciation, intonation, rhythm, the fluidity.

In this type of speech, a peculiarity is made up of time, since the student who presents has only a number of minutes to make their ideas, arguments, theories, etc. known. to multiple listeners, his classmates; That is why the student must be able to communicate, and to achieve this skill, he must determine the relevance of the ideas to be discussed and their ranking, as well as the synthesis of information. To achieve and develop all these capacities or abilities, practice is essential.

The indicators to recognize the character of attention to the integration of discourse and research in initial research training were: (1) the didactic performance of teachers for the construction of the oral and written discourse of the research, and (2) the level of performance of students in the production of discourse for research and its systematization in the formation of competencies for research. In the case of the first indicator, the following were taken: (a) attention to the systemic ordering of objects, facts and generalizations in the process of acquisition-application of knowledge; (b) didactic attention to the production and construction of discourse for research.

To assess the second indicator, the following were considered: (a) the ability to communicate fluently and clearly from the analysis, production and construction of the discourse for the research; (b) the ability to identify and interpret information, context situations and processes (including those involved in their own performance); (c) the ability to use the appropriate collection to argue the validity of its production.

4. Discussion

From the scientific observation to scientific classes and workshops and the application of surveys to the students and teachers of the cloister, it was possible to verify that:

By confronting students with this discursive strategy, they are helped to:

- 1) Overcome your shyness.
- 2) To show interest in what he does and says.
- 3) To adapt to speaking before an audience.
- 4) Use a firm and affirmative tone, but without pedantry or self-sufficiency.
- 5) To articulate with clarity, precision and fluency.
- 6) To express their ideas or arguments with loquacity and efficiency.
- 7) To accept and exercise criticism democratically.
- 8) To reflect on various topics and learn about them.
- 9) To interpret, to memorize, to assess, to inform and to communicate.
- 10) To persuade, convince, entertain and interest others by what he says or knows.

- a) Talk at the right volume to be heard by everyone.
- b) A s er agile, efficient and fluid in expression, but deep in exposing.
- c) To be natural and accessible to an audience.
- 11) To master non-verbal codes: gestures, gaze, posture, visual supports.
 - a) To develop a topic in an orderly, relevant and enjoyable way.
 - b) To assume positive and reflective attitudes.
 - c) To use the appropriate technical vocabulary, varied, rich and without fillers and other vices.
 - d) To properly manage the pauses to punctuate the speech.
 - e) To be adjusted to a precise time.

As the experience or previous ideas of the students are not homogeneous, the *presentation* as a presentation of a topic or as a final synthesis of something, helps to level the students' knowledge and clarifies access routes, specifies data, rounds information, summarizes proposals and more.

The *exhibition*, being present in practically all curricular areas, aroused interest in teachers and students; With their practice, all the students involved in the strategy felt more free to express themselves, more willingness to reconsider their points of view, greater respect for the opinions of others in order to broaden their knowledge or judgments on the subject they were dealing with.

By teaching the students the techniques for the proper use of the *exhibition*, it was helped to awaken their interest in the study topics, to sensitize them to social problems, to learn to deal with the transversal contents of the curriculum, to get used to receiving criticism and contrary opinions with serenity, to reflect quickly, to acquire the ability to improvise, to deal with spontaneity, to overcome shyness. All this implied producing significant learning, which was a task not only for the language teacher, but for the entire pedagogical group, which is why interdisciplinary actions are currently being designed as a convenience.

This strategy allowed the student to understand not only scientific thought, but also how to express it, he came to realize that he could even find for himself more suitable, more precise and aesthetic channels of expression in accordance with his personal sociocultural style. It is no less true that the richness of an experience depends on how much and how it is named. The depth of his observations, for example, is related, at least in part, to the subject's ability to use language to inform-himself, describe-what he sees or feels, and this depends on the repertoire of linguistic strategies that purchased.

In order to raise awareness about this practice, it was necessary to understand that using the *exhibition* as a didactic strategy to improve the oral communication of the university students of Physical Culture of Santiago de Cuba, did not mean that a new method was being applied to teach, but that it was working with a different epistemology of the problem of oral communication, from strategies with an instrumental nature, which will contribute to the multiaspectual development of the students.

This led to promoting in all teachers new attitudes for teaching their own disciplines, in addition to a joint work of the entire pedagogical group so that the future professional could have sufficient communication mechanisms for the knowledge and mastery of their profession and cultivation human. It was enough to decipher *what was wanted in terms of concern and need*, to map out some interdisciplinary actions. In this sense, an improvement plan was designed for practicing teaching staff so that they could print that communicative approach to teaching in order to convert their students into effective users of their mother tongue.

5. Conclusions

The treatment of the *exhibition* as a didactic strategy in the teaching-learning process of the mother tongue allows the development and improvement of both the linguistic competence and the communicative competence of the students, especially from the conception of a strategy with an interdisciplinary approach. The groups of students who receive this didactic strategy show greater motivation for the development of expository activities and better preparation to face the subjects / disciplines of the career curriculum.

Hence, it is recommended to create a methodology with an interdisciplinary approach to implement this didactic strategy. It is the task of the pedagogical group, led by the Spanish teacher, to study how the language in which it is taught can promote the convergence of the various disciplinary knowledge, which can become a great contribution of practical significance to the improvement of teaching work.

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Biography

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