

THE INTERDISCIPLINARY RELATION BETWEEN GRAMMAR AND STYLISTIC: AN EXPERIENCE IN THE TEACHING-LEARNING PROCESS

LA INTERDISCIPLINARIEDAD DE LA GRAMÁTICA Y LA ESTILÍSTICA: UNA EXPERIENCIA EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE

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Abstract: This article shows the results of a study about the interdisciplinary relation between Grammar and Stylistic. One of the causes that generate such analysis is the insufficient didactic argumentation of the grammatical content from the Stylistic point of view. Here it is stated as hypothesis that the Stylistic characterization of the grammatical structures favors a better analysis of the text, hence, a more adequate writing. An experiment was carried out with 27 students from first year who are enrolled in Social Communication Measurement in Las Tunas University, Cuba. A pre-experimental design was applied with pre-test and post-test. The gotten results allowed demonstrating the effectiveness of the proposal through the transformation of the scientific sample.

Key words: interdisciplinary relation, Grammar, Stylistic, teaching, learning

Resumen: Este artículo presenta los resultados de un estudio sobre la relación interdisciplinaria de la gramática y la estilística. Una de las causas que genera dicho análisis es la insuficiente argumentación didáctica del contenido gramatical desde la perspectiva estilística. Se postula como hipótesis que la caracterización estilística de las estructuras gramaticales posibilita un mejor análisis del texto, y por consiguiente, una redacción más adecuada. Se efectuó un experimento con los veintisiete estudiantes que integran el primer año de la carrera Comunicación Social en la Universidad de Las Tunas, Cuba. Se aplicó un diseño pre-experimental con pre-prueba y post-prueba. Los resultados obtenidos permitieron demostrar la pertinencia de la propuesta, a través de las transformaciones evidenciadas en la muestra seleccionada.

Palabras claves: interdisciplinarietàad, gramática, estilística, enseñanza, aprendizaje

The end of Higher Education in Cuba requires the "(...) comprehensive preparation of university students (...) with the objective of achieving competent professionals (...)" (Ministry of Higher Education, 2007, p. 9).

In correspondence with the aforementioned purpose, the Professional of the Career of Social Communication raises the "(...) formation of a professional (...) with the conviction

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of the substantial contribution that communication can achieve in social development (...)"Ministry of Higher Education, 2010, p.1).

From the above, it is inferred that the social communicator must constitute a linguistic model for society. Therefore, it is necessary to know and use the mother tongue properly, which requires the dominance of grammatical structures (lexical-grammatical classes and syntactic units).

"To know a language is first and foremost to know its grammar, which comprises a series of entities and rules of finite character (the Chomskyan competence). As language is a social instrument, knowing is first of all to know how to use it (both in codification and in decoding)" (Figuroa, 1982, p.84).

From this reflection we deduce the prominent place that grammar occupies in the linguistic system. Grammatical knowledge is of significant importance in communication, since the processes of codification and decoding of meanings are made difficult when an error appears in the syntax.

In this sense, Vigotsky (1982, P. 126) warned that: "A grammatical detail may, in some cases, totally change the content of what is said." Therefore, it is vital to teach grammar, not with an end in itself, but as a means to ensure textual coherence in the communication process.

Therefore, in the curriculum of the mentioned race is located in Spanish Grammar between the subjects that integrate the discipline Spanish Language and Culture. This subject has declared as one of the essential objectives of the syllabus that students correctly use the grammatical structures of the Spanish language in the writing of professional texts.

However, the accumulated experience as teacher-researchers members of two projects related to the teaching of grammar and the application of different types of evaluations during the teaching-learning process of the Spanish Grammar allowed to verify that the students present insufficiencies in: the knowledge On grammatical structures (lexical-grammatical classes and syntactic units) in professional texts; The development of grammatical analysis skills in professional texts; And the selection and use of grammatical structures based on the values of Cuban society.

In the above, there is a contradiction between the requirements of the Professional Model that require the formation of a professional capable of communicating in their contexts of action, and the reality evidenced by the insufficient learning of the grammatical content of the students, which limits the process of communication.

After the identification of the mentioned manifestation, the literature published in Cuba and abroad, on this subject, was analyzed. Foreign authors include: Casado (1993), Dijk (2000), Cumming and Ono (2000); And Rojas (2005). In Cuba, we can distinguish: Roméu (2007, 2013), Rodríguez (2006), Grass (2003) and Toledo (2011).

The researches of these authors are based on the linguistics of the text, which incorporates a method of interdisciplinary discourse analysis and links the use of

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grammatical structures with social meanings and contexts. This theory proposes a form of analysis particularly directed to the grammar of the text, which includes the study of lexical-grammatical classes, phrases, sentences, statements and discourse.

The application of these concepts in pedagogical practice has fostered the interdisciplinarity of grammar with different language sciences from its teaching-learning process; however, the stylistic characterization of grammatical structures has not been sufficiently deepened. This presupposes directing the teaching-learning process of the Spanish Grammar to the stylistic characterization of the structures, in correspondence with the particularities of the styles.

Theoretical framework

In the development of science, there are two processes that are interrelated. The first is specialization, which is directed to the search for the most essential determinations subject to research in the particular sciences. This process has caused the knowledge to be divided and subdivided, which promotes the emergence of a number of disciplines and with it originates new theoretical orderings, with the aim of having a wide domain of the infinite aspects of a field of research.

The second process is interdisciplinarity, which arises as a response to the study of complex systems, so it promotes the recombination of new contributions that develop the autonomous disciplines, to achieve a better understanding of the complexity of the problems of reality. Interdisciplinarity raises relations in the teaching of science, based on the search for new essential links in the research object of the particular sciences.

The linguistics of the text in correspondence with the aforementioned has promulgated new nexus *interciencias*, with the objective of performing an integral analysis of the text, considered as an *inter-objet* category, since it forms part of the categorial system of several sciences, mainly those that study language.

The interdisciplinarity of the language sciences: Grammar and Stylistics

Interdisciplinarity is an interrelation that is reached gradually from the simplest forms of relationship to achieve nexuses between the different disciplines. Several authors expose different levels to form the relationships that are established. In this sense, three levels stand out: multidisciplinary, interdisciplinarity and transdisciplinarity. On the other hand, two intermediate levels are recognized: multidisciplinary and cross disciplinarity. Irrespective of the diversity of levels, in pedagogy, interdisciplinarity has been defined by different authors from different positions. It is conceived as a process (Mañalich, 2005), as a principle (Addine, 2004), as the encounter and cooperation between two or more disciplines (Núñez, 1994) as the relation of each discipline to the object and between them (Fernández, 1994) And as the interaction between two or more disciplines

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(Perera, 2007). In the conceptions contributed by these authors, all agree that integration provides greater possibilities to solve existing problems.

The essential element of interdisciplinarity is given by the links or links of interrelation and cooperation between disciplines due to common objectives. This interaction brings new integrative qualities, not inherent to each isolated discipline, but to the whole system that make up and leads to a more integrated theoretical organization of reality.

This article assumes interdisciplinarity "(...) as an act of change, of reciprocity between disciplines or sciences, or if one wants between the areas of knowledge object of the disciplines" (Fiallo, 2001, p.15). A significant element is that interdisciplinarity is not only an integration of curricular disciplines, but also of the sciences, which can obviously tax the same subject of the curriculum, as is the case of language sciences in the teaching-learning process.

In 1970, the linguistics of the text arose, which incorporated a method of interdisciplinary discourse analysis, which presupposes new nexus inter-sciences. These integrations, together with the emergence of sociolinguistics and pragmatics, generated the need to construct a grammar based on the use of the language and to conceive its study through speech acts. The integration of grammar and semantics promoted the need to go beyond the limit of the sentence and analyze the relations of meaning between the sentences in the texts, from these investigations and with the conceptions contributed by the linguistics of text, the grammar of the text arises.

According to Koza (2014, p. 417), "textual grammar refers to the rules that describe the distribution of certain explicitly marked categories (such as paragraph or textual clause) that classify the role of content Of the lexical components in relation to a given structure of argument and context of interpretation ".

"A grammar of speech or text will not only address the aspects of discourse, but will rely on the knowledge that is indispensable requirement for a scientific analysis of the language and will do so taking into account a particular social framework where the communicative fact "(Dijk, 2000: 51).

In correspondence with the previous criteria, the present research assumes the postulates of discursive grammar, for which it is necessary to establish relations with other sciences of language. In this sense, Dijk (2000, pp. 17-19) explains the following reasons why there should be a grammar of discourse:

- "(...) linguistic theories and grammars in particular, must account for the linguistic structure of complete utterances, that is to say, also of sentences utterances;
- there are grammatical properties beyond the boundary of the sentence, for example, semantic relationships between sentences;
- a discourse study allows generalizations on composite sentence properties and sentence sequence properties;
- certain linguistic properties, such as the notion of macrostructure, belong to suprasentential units, such as fragments, paragraphs, etc., of a discourse;

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- is a more adequate basis for a systematic relationship with other theories of discourse study, such as stylistics, rhetoric, poetics, the study of narrative".

From the reasons stated, the need to teach grammar is inferred from a discursive point of view that is, based on the text as a linguistic unit of discourse. Therefore, discursive grammar constitutes a tool of highgnoseological value for the fulfillment of the model of the social communicator (communicate with professionalism). Also, integration between the linguistic sciences that makes possible the development in the students, of the necessary competences for their future professional performance is required.

It is noteworthy that, from an interdisciplinary perspective, grammar has been related to semantics and pragmatics. However, in the didactics of Spanish, the relationship with stylistics has not been sufficiently strengthened. The causes of this evasion between the mentioned sciences are given in two fundamental directions. The first of them may be that expressions that are grammatically inadequate, the style approves them.

The second, according to Roméu (2003, p.26) is that "(...) traditional grammars never dealt with the stylistic variations of sentences. This omission is explained by the fact that the restricted character of his analysis prevented him from revealing the stylistic variations of a message (...)

Addressing the interdisciplinarity of stylistics and grammar in the teaching-learning process is of vital importance because texts are not always composed of syntactically appropriate sentences. There are (at least theoretically) three types of stylistics.

The general that is applicable to all languages, the collective (of the language), which studies a particular language, and the individual (speech), which considers the particular speech of a subject. Subsequently, the studies of the language transcended until reaching the individual.

Later, it became necessary to study the stylistics of language as a basis for the stylistic of speech, and the interdisciplinary relationship between grammar and stylistics was discussed. The stylist does not reject the study that is realized by levels of the language, assumes them and is revealed in them.

Therefore, stylistics allows explaining the causes of certain functions of grammatical structures. In order to establish the interdisciplinarity between grammar and stylistics and to integrate these elements into the teaching-learning process, we must go through three stages. Each of them is then explained.

Stages to achieve interdisciplinarity in the teaching-learning process

One of the categories of didactics is the content that reflects the different abstractions and idealizations established in the historical development of knowledge, in this case, about grammar as a science, as well as its relations with the different sciences that study the text. These elements are concretized in the scientific theory of discursive grammar, which proposes not only to master the characteristics of the grammatical structures that make up the text and the interaction between them, but it is essential to

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know the meanings, the situation where the communicative fact occurs And functional styles, that is, the interdisciplinarity of grammar.

This question must be considered by the Spanish grammar subject in the act of selecting the content and its didactic structuring. In assuming the science-subject relationship, the didactics of Spanish Grammar specifies what part of the linguistic sciences must be assimilated by students of Social Communication to meet the demands imposed by society, "without losing sight of or To overlook that these are pedagogical arrangements in the sense that, although the scientific bases of Language Teaching are based on linguistic science, the numerous details that are important for Linguistics are not for the particular Didactics " (Calzadilla, Doménguez and Valledor, 2017, page 4).

The selection of knowledge of the linguistic sciences must be established from the precept that the subject is not and cannot be a micro-science. This selection is made in accordance with the social requirements (Professional Model), normative documents (Study Plans, Course and subject syllabi, as well as the objectives of the year). It also responds to pedagogical factors (theoretical foundations of Cuban pedagogy), didactic (objectives of the course syllabus) and psychological (knowledge are organized in accordance with the characteristics of students). This process is an indispensable prerequisite for mastering the categorical system of grammar.

First stage: Selection of the knowledge system of grammar.

The selection of the knowledge system of the grammar corresponds to the one declared in the syllabus of the subject and its level of depth is determined by the objectives of the subject, discipline and year. Because, it is constituted by the grammatical structures that integrate the morphemes, as well as their relations in the conformation of the different lexical-grammatical classes. The lexicographic-grammar classes and the relation between them that form the syntactic groups: nominal and verbal. The sentences that relate a subject to a predicate, and therefore they are formed from the combination of certain syntactic groups. And the statements that can be formed by words, groups of words and sentences.

Second stage: Selection of the stylistic knowledge system.

The interdisciplinarity of grammar and stylistics is only possible to visualize it through the analysis of the text. The texts have different criteria of classifications among which are the stylistic classification.

"Style is usually a context-dependent variation of speech level expression level. The meanings are the same: otherwise we would not speak of a stylistic variation of discourse, but of a different discourse "(Dijk, 2000, p.35).

For Kozhina (2004) the functional style is "(...) a determined variety of speech that corresponds to a certain sphere of human activity and has original stylistic nuances due to the particularities of functioning in this sphere of idiomatic means and specific organization of speech".

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In the first definition, the style is considered from a broad view (of the language), and in the second, it is conceived from a reduced vision (of speech). Both conceptions are correct, since the stylistics integrates them in its object of study.

The texts can be classified in diverse functional styles of the language in correspondence with the contexts in which they originate. In the scientific community of the linguistic and didactic areas there is no unanimous criterion regarding a stylistic classification of texts. Among the existing classifications are those provided by the following authors:

Dubsky (1980) called styles as functional stylistic formations. These formations classified them in conversational or colloquial, that fulfills the communicative function in the activities of the daily life; In artistic or poetic, that fulfills the aesthetic function; And professional work, which includes advertising, journalistic, legal and scientific texts.

Grass (2002) referred to the classification that considers content as a selection criterion, in which the texts are: informative (scientific and technical, legal and administrative, journalistic and advertising), literary and colloquial. This classification takes as its criterion the content and includes in it the colloquial texts, without considering that these are characterized by their improvised, spontaneous and unpremeditated nature, which causes the content to be diverted to different topics according to the interest of the issuers.

Shishova and Popoh (1989) classified the text in: scientific, official, publicist, literary and colloquial. In this classification the journalistic text is recognized as a sub-style of the publicist text.

From the didactics of Spanish, Montaño and Abello (2010) determined four classifications of the text according to the communicative style: colloquial, scientific, professional and literary. In this classification the scientific style of the professionals is atomized, without considering that the scientific text is applicable to the study of the different branches of the science and to the investigation. Its fundamental characteristics are accuracy, precision, requires a professional rigor in which the expression can not be interpreted in another sense, so it is recurrent the use of scientific and technical terms known only by specialists.

Irrespective of the different classifications existing in the specialized literature, scientific, journalistic and advertising styles are assumed. These correspond to the purpose of the profession and to the contexts of action stated in the Social Communicator Professional Model, as well as the stated objectives in the Spanish Language course and in the Spanish Grammar subject.

Third stage: Stylistic characteristics of grammatical structures.

At this stage some of the stylistic features of grammatical structures in selected functional language styles are referred to. In order to carry out this systematization, the studies of Dubsky, Shiskova and Popok were taken as references. The interdisciplinarity performed is explicit as follows.

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The statements in the scientific text are presented in a rigorous sequence and are constituted by grammatical sentences in which the relation of preaching is concretized, where the syntax is linear (subject + predicate), and each sentence explicitly expresses a meaning. The sentences have simple structures, that is, to express a certain quality are used adjective subordinate clauses that function as an adjective.

In the journalistic text, the statements present enumerations, rhetorical questions, exclamations, repetitions; and in the advertising text are used statements made up of few grammatical sentences, because the syntax is brief.

The sentences that predominate in the scientific text are the impersonal ones with formal subject, with the generic one -se-, and the subordinate clauses substantive that accompany verbs such as: to specify, to verify, to use, that express truths that do not constitute patrimony of the investigator. In addition, impersonal only one member sentences are used, mainly with the verb HAVE, passive, generally with a sense of impersonality, in which the interest is focused on the object of the action and not on the subject who executes the verbal process. Attributive sentences are used to express a present quality, fundamentally for definitions and classifications, and affirmative or negative statements that confer objectivity to facts, phenomena and processes.

The sentences that predominate in the journalistic texts are passive, subordinate and enunciate-affirmative; and the advertising texts predominate the juxtaposed sentences (verbal ellipsis), the conditional subordinates, by means of which the public is placed in determined situations with the aim of propitiating a solution that coincides with the use of the product that is offered, imperatives and / or desiderative in order to exhort the public with a certain purpose, the affirmative and negative statements to prove the truth of what was exposed, and the attributives to exalt a present quality. In this style, the exclamatory hue is frequent, which resorts to the emotional affective element.

Noun phrases in the scientific style assume the structure (nouns + of + nouns) and can present subjects omitted, since the statements are conformed by a series of sentences that refer to the same subject, and this is explicit in the first sentence. In the journalistic texts, the indeterminate subjects predominate, who express themselves with the intention to silence or prioritize the fact about the agent of the verbal process. In the advertising style, individuals are presented with disinhibition, where the verb in personal form carries the relation between subjects and predicate (you / you). The nucleus of the subject noun phrase can be expanded by means of an explanatory apposition, so that the image of the concept it expresses is discovered.

The noun, in the scientific text, regains its logical-primary meaning. Their use is broad, due to the ability to specify information and the use of technicalities (which a majority are substantive), which may have plurality morphemes.

In the journalistic text, the noun is generally collective, since it expresses plurality belonging to the same class in the concept of unity, this is because the criteria presented are generalized and shared by a considerable number of people. In the advertising text, the noun is a symbol, an image in the text. In its composition accepts

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suffixes and infixes, which express the value of the subject. It can function as a vocative, with the goal of getting the attention of an audience.

The adjective in the scientific text is used as part of the concept referred to or defined, in positive degree or relative degree (fixed stable qualities of nouns) when it is necessary to explain or specify a characteristic of the modified noun. It presents tendency to noun for designating a concept expressed before by a combination of words stable to precise the concepts. Generally, the adjective is placed postponed to the noun that they modify, and regains its primary logical meaning. In the journalistic text, the adjective can be presented in the positive and comparative degrees, in order to compare processes, states or phenomena in different moments and / or places. Numerous gentilices are used.

In the advertising text, the adjective works as an epithet, highlighting an inherent quality of the noun that modifies. In its composition accepts suffixes and infixes. They are generally used in comparative and superlative grades, in order to demonstrate the quality of the modified noun.

The verb, in the scientific style, is deployed and functions as a copula or enters verb-nominal constructions, where the name plays an essential function. It helps the morpheme -se- to achieve impersonality, because what is significant is what is said and not who says it. It conjugates in the indicative mode to express objectivity, and the time that prevails is the general present to express eternal truths, specifically in the definitions, and the simple present that confers it actuality. The present subjunctive or conditional present indicative, are used to express certain probabilities or hypotheses. Generally, verbal forms are replaced by the verb + direct complement structure.

In the journalistic style, the verb is conjugated in third person and indicative mode. The times used can be the present with different values, the co-beneficiary and the future. Thus, for example, the present perfect, where action coexists with the act of the word and confers current to the text; The general present, to express a permanent truth; The historical present, which allows the issuer to situate itself at the moment in which the event occurred, to achieve truthfulness in the information and to make the recipients of the event participate; The neutralized co-beneficiary, although equivalent to the past tense, allows to maintain the validity of the expressed, and the future that expresses a fact whose realization is presented as sure. When the verb is copulative can be absent, usually in the headlines, in which Linguistic economics is sought.

The verb, in the advertising style, may appear elliptical, because the action it expresses is tautological. When it is explicit it is conjugated in the second person, in order to approach the public and gain their trust. The most frequent mode is the imperative, by means of which one exhorts one to invoke a certain action, although the subjunctive mode is used to express a lack, a desire that leads to an exhortation in a subliminal way, that is why it is conjugated in the first person plural. Generally it is used in present of mandate and / or future of mandate, to confer exhortative value, even for the prohibition.

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The non-personal forms of the verb that are used in the scientific text are the infinitive, usually with substantive function (prepositional complement), and the participles in its two functions, while the gerund is not used. The non-personal forms of the verb, in the advertising style, are usually the infinitives that are used to express an order and are aided by verbal complements.

The adverb, in the scientific text, is used to express actuality and mode, so that those of time and mode predominate. In the journalistic and advertising texts adverbs of time and / or place are used, to express temporal and spatial location that allows specifying the information that is presented. Modal adverbs are used with negative or affirmative mark, generally with emphatic value.

In the scientific text the use of the pronouns in first and second persons is scarce, whereas: he, she and they designate objects and are stylistically neutral. The first person plural is used as a substitute for the singular; this is called the plural phenomenon of modesty. In the journalistic text, personal pronouns: I, our, and us, acquire a generalizing and collective character, where the author does not intervene as an individual, but as a representative of a particular group.

Personal pronouns are used very often in advertising, usually in the second person in both forms (you and yourself). It is used in the person of respect (you), in correspondence with the age, nationality or hierarchy. If it is a matter of approaching the receiver and making him participate in what is being made known, you are preferred.

The above stylistic characteristics do not constitute a closed system, because the language is dynamic and real communicative situations are always superior. This presupposes the incorporation of other elements that enrich the study of the grammatical structures in the scientific, journalistic and advertising styles.

Methodological framework

The experiment used is projected successional, and according to the degree of control of variables, it is classified as pre-experiment. The applied design is pre-experimental with pre-test and post-test. For the design of the experiment three objectives were planned: to analyze the particularities and feasibility of its application, to verify the effects, and to determine possible ways of improvement.

Results obtained in the teaching-learning process of grammar

Five actions were planned for the fulfillment of the mentioned objectives. In the first action, the experimental group was selected. For the practical verification of the hypothesis, a sample was selected that coincides with the population (the students who make up the first year of the Social Communication career). In the second action, an entrance test was applied with the purpose of evaluating the learning of first year students of Social Communication on the stylistic characteristics of grammatical structures.

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In the third action, exercises were applied in the natural context of the school during the 90 minutes of the continuity schedule in the morning session during two days of the week (second shifts on Tuesdays and Wednesdays).

During the implementation of the proposal in the teaching-learning process of the Spanish Grammar several exercises were carried out. Among those who had the greatest impact, we can refer to the interdisciplinary nature of stylistics and grammar in morphemes.

Transparent appreciative suffixes convey subjective connotations such as attenuation, costliness, closeness, pondering, courtesy, irony, or disparagement. Along with such a connotative value, appreciative suffixes may also express some objective quality, generally a size greater or smaller than that designated by the referent of the nominal basis. For that reason, the semantic notions that contribute have more than grammatical lexical character. That is why it is interesting that the student analyzes the structure from the stylistic, which facilitates establishing the similarities and differences existing in the various texts and contexts.

Transparent appreciative suffixes do not alter the class of words to which their lexical base belongs. Words that admit appreciative do not show in their syntactic function notable alterations if compared with the corresponding non-derived voices. Even so, it is observed in appreciative adjectives a tendency to reject the position before the noun, which may respond to a stylistic resource. Therefore, it is significant that the student compares this structure from the grammatical and the stylistic.

Not all words admit equally appreciative suffixes. While some can be combined with several others do not support any. These differences may be due to phonetic, categorical or semantic reasons. American Spanish usually extends the diminutives to adverbs and interjections that do not carry them in European Spanish (adiosito and nowadays) as well as to some demonstrative, possessive and numerals (estito, suyita, cuatrito). Most voices formed with appreciative suffixes (such as arbolito or fiebrón) are absent from dictionaries, except when they are lexicalized. This can happen because the disc breaks the system and in a certain context can use a structure that responds to the individual style of the issuer.

In the fourth action, a guide was created for the recording of data in order to know how the general organization of the experiment is being developed. The record emphasizes the particularities of the implementation of the exercises.

During the experimental period, some barriers were identified such as the time established in the curriculum for the Spanish Grammar course, and the non-location of this subject in the curriculum of the Social Communication course, so students do not prioritize their Study, as well as the reiteration of the grammatical contents from previous lessons. It is significant to note that during the experimental period the latter barrier was transformed into potentiality, since the knowledge and skills formed were a motive for raising students' learning.

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In the fifth action, an exit test was applied which showed that student learning developed significantly. These data were corroborated by the Wilcoxon matched pairs test and non-parametric ranges. The test demonstrated the feasibility of the proposal and with this the null hypothesis is rejected and the research is adopted.

Regardless of the fact that the very high level of learning was not reached, the significant transformation of the sample is noteworthy. Among the achievements are the varieties of positive criteria on the part of the students during the process of comparing grammatical structures in the different assigned texts, the broad participation of students, and the assimilation of work procedures and interpersonal relationships were intensified among the members of the group.

The necessary grammatical elements were developed to write texts in the corresponding functional styles with their sphere of action and the willingness to perform with the professional ethics that requires the selection and use of grammatical structures from their position of mediator, which was corroborated in the observation To the professional practice developed.

In spite of the continuous improvement of the teaching-learning process of the Spanish Grammar in the Social Communication career, the insufficient didactic argumentation of the grammatical content, specifically in its interdisciplinary relation with the stylistic, still reveals itself as theoretical lack.

The relationship between grammar and stylistics is necessary in conceiving that the different communicative contexts determine the functional styles of the language and at the same time require the use of grammatical structures.

The implementation in the pedagogical practice of exercises based on the interdisciplinarity of grammar and stylistics confirmed its feasibility and internal validity. It was experimentally verified that the proposal can be applied during the teaching-learning process of the Spanish Grammar, and that in the students occurred transformations in both the cognitive and affective dimensions, a condition that favors their professional performance.

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