Abstract:

Introduction: The need to strengthen identity in the mode of acting of the foreign language teacher, led to provide theoretical scientific results for its improvement. Methods: The theoretical methods allowed to built a theoretical-methodological conception, to contribute to the development of the identitarian professional mode of acting with an integrating approach in the students of the pre-service program through projects in the levels of discipline and academic year. Also, the determination of concepts, qualities, requirements, procedures and the updating of the periodization in Cuba. Results: The updating of the historical periodization on the development of the pedagogical professional mode of acting in Cuba, by including of a sixth period; the description of the identitarian professional mode of acting in students of the Program; the theoretical-methodological conception for the development of the identitarian professional mode of acting with an integrating approach, through projects at the levels of discipline and academic year; and the determination of concepts, qualities, requirements and procedures are contributions to the professional development and to a better fulfillment of functions with an integrating approach. Conclusions: The deficiency on identity in the mode of acting of the education professional, specialized in foreign languages, in the Foreign Language Teacher Education Program was detected. In order to solve this deficiency, the objective to build a conception was stated and it allows for a theoretical contribution to the development of the identitarian professional mode of acting with an integrating approach and to the enhancement of quality in the training of this professional.