

## **Abstract (English)**

This work focuses on analyzing the perception of teaching Spanish as a foreign language through musicalized literary texts from the perspective of students and the teacher. The first part establishes a theoretical framework that delves into the history and development of using literature and music in foreign language instruction, aiming to assess their current significance and place in pedagogical practice. Furthermore, potential benefits and challenges associated with implementing these elements in teaching are examined, and criteria for selecting suitable literary texts and songs for foreign language instruction are emphasized. The practical section concentrates on analyzing the perception of teaching Spanish as a foreign language through musicalized literary texts from the viewpoint of students and the teacher. To conduct such analysis, three didactic units were initially developed, which work with musicalized literary texts. The creation of materials is thoroughly described in this section. Subsequently, the implementation of these units in specific teaching sessions is described, based on which questionnaires and interviews were conducted with students. The entire implementation process was also documented by the teacher in a diary, allowing for examination from her perspective. The results of data analysis demonstrate a positive perception of teaching through musicalized literary texts by both students and the teacher, while also identifying the benefits and challenges of this implementation. Identified benefits include linguistic and cultural advantages and increased motivation, particularly due to musicalization. Identified obstacles include a lack of time for working with the material and, in some cases, insufficient motivation for working with literary texts.