

Educational Actions for a Developing Learning in Student's Medicine

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Abstract

Background: the purpose of this paper is to present some educational actions aimed at the effective achievement of a communicative style by teachers in the local Cuban context.

Objective: proposing educational actions for a developing learning in student's medicine.

Methods: a cross-sectional descriptive study, carried out in the period between October 2018 and March 2019, with student's medicine in the town of Santa Clara, Cuba. Theoretical methods are used systemic, historical-logical and analytical-synthetic; as well as empirical ones: documentary analysis, questionnaire to students, interview to experts; and the descriptive method.

Results: it was found that in the teaching-learning process from the student's medicine, features of the rote teaching are used and have difficulties in the communication.

Conclusions: the existing needs in the students stimulated the authors to propose educational actions to achieve a communicative and motivating developer learning in adolescent students.

Keywords: Developing learning, Adolescents, Motivation, Docent Process

Introduction

Achieving a process teaching learning with quality is a priority of the half a superior contemporary education from the context communal Cuban, this bears to raise the culture of the pupil like subject and at the same time I raise objections of his learning. You presuppose the present-day teaching to the student like active seeker of its acquaintance, capable from developing his cognoscitive independence, to mobilize the logical processes of the thought and applying his knowledge in all educational process, educational associate with an adequate communication and motivation toward the adolescent students.

A fundamental role performs the attention and the social reinforcement in the motivation that a pupil come in possession of than of the adult either professor or parents receive, for that reason the expectations that adults manifest toward the individual and the successful opportunities that he be offered are important [1]. To render especial attention to the students' integral formation becomes necessary that implicates the quest of effective roads in

the educational work as from motivation and correlated interests a general culture [2].

The process of formation from the teaching in Cuba develops in order to guarantee a solid scientific formation in the educational context, humanist, cultural and ethical and his ineludible commitment to contribute to the cost-reducing and social development of the country on sustainable arguments [3].

This permits that the teaching process in communication is a fact as such sociocultural product of the relation between individuals, what you allow identifying a set of words, ideas, messages or discourses, as from different expressive forms and where you provide information, knowledge and formation for the students from the very scene of the educational context without dodging that all the times will have to be present of bidirectional way, the binomial established for them science of the education delimited in the relation pupil professor and students [4].

The conception of the process teaching learning that comes into question that involves besides, an integral vision that you recognize, not only his structural components, but also how they manifest these.

In learning, the one that you know places itself in relation to what's cognoscible, and you get engaged with it. Learning the developer represents an indispensable tool for the professors' daily work, and therefore, a theoretic foundation metodológico and pilot to plan, to organize, to direct, to develop and to evaluate his professional practice [5].

The problem that comes into question defines for the difficulties that come to encounter in the process of teaching learning linked with various contentses that should be assimilated by the students, of way such that an inappropriate style for teaching produces itself a limitation to encourage the aforementioned process, due to the inadequate use of the teaching low communication learning in adolescent students itself, all which it generates obstacles to enrich the telling teaching process.

The problems presented, in the author's opinion, are generalized at present in the half a superior education, right now than still subsist in the student community the traditional teaching's features where the pupil is a passive recipient of information, ineffectual person of mobilizing his logical processes of the thought and triggering an active telling learning.

The science the fact that you go into the teaching educational process receives the name of didactics, that is, than in the meantime Pedagogy goes into every kind of formative process in his different manifestations, the didactics attends only to the most systemic, organized and efficient process, that it is executed on theoretic foundations and for professional specialized staff: Professors [6].

The adolescence like period of the human development has been object of attention of the social scientists of international instances and, that they have tried to define its limits, as well as the characteristics that define this stage [7].

The very teens are not exempt of this problems

The authors through his teaching experiences could have verified that students repeat the contentses of the unaccomplished textbook the requisite analysis, do not do the teacher questions of essential contentses, limitations in logical processes of thought have, fundamentally in the elaboration of concepts, tendency has the execution of teaching tasks of reproductive form without having understood their requirements at full length, they do not accomplish self-control of his works and they worry about learning the complete unspecified book the esencialidades of the contents.

Taking such situation into account, the authors present themselves like general objective of present it investigation: proposing educational actions for a developing learning in student's medicine.

Methodos

The purpose of this article is to expose some educational actions led to the effective achievement of a telling style by part of the teachers in the local context Cuban; Which happen as from a descriptive transverse study, accomplished in the period understood between October 2018 and March 2019, in the educational institute's adolescent of medicine of the locality of St. Clara, Cuba. The population was conformed for 60 students' totality, being intentional evidences it with 40 pupils selected by a sampling not probabilistic.

It set himself methods of theoretic level such like the systemic, that you allowed to examine the components of the investigating process in unit of system that way I eat give them the process teaching learning and his role in the didactic proposed actions. Also the historic logical method that contributed to going into the deficiencies and potentialities presented in the process teaching learning in students of medicine, his evolution and development in the period of teaching experience of the authors, as well as the elements that they may have an effect on this phenomenon. Finally, the analytical synthetic method that the determination of the parts in the study of the problems provided in the process teaching learning in the teens and his integration for the fulfillment of the objective.

The following criteria were used for these students' selection:

a) Criteria of inclusion

-Willfulness to take part in investigation.

-Students medicine of first year.

b) Criteria of exclusion

- Students that not wish to take part in investigation.

- Medicine students that do not are of the first.

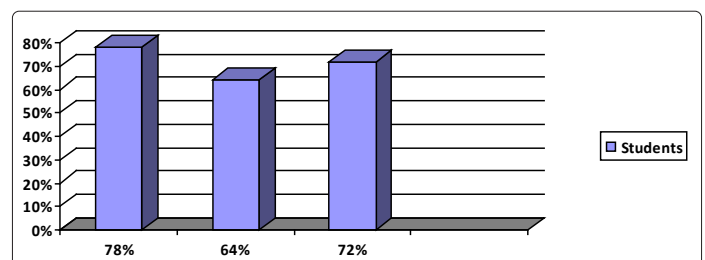
c) Procedures

Use plucked up the documentary analysis as from the methods of empiric level utilized and one proceeded with this instrument for the sake of accomplishing the revision of the Regulations of the Academic Regimen of the System of Superior Education in Cuba. One proceeded to this tool for the sake of verifying his position in front of the assimilation of contentses as from the communication in the teaching process and the student motivation with the opinion poll to students.

d) Analysis of the data

For the statistical processing of the data with the statistical parcel SPSS, version 21,0 established to each indicator of the different dimensions of the variables the frequencies out of every value of the correspondent scales; this quantitative analysis toned in with a qualitative analysis according to the answers to the questions of the interviews, the questionnaire and the official information that you appear in the academic file.

Results



Graphic1: Learning of contentses in students

Source: Poll students

A 78 % of the students referred that they do not learn from active way, that only they listen to the professor's explanations and have difficulty applying the knowledge in front of new learning situations; On the other hand, the 64 % presents that it is difficult for them to establish relations between the contentses and selling off the resúmenes, they copy the contentses of the textbook textually.

A 72 % intercedes than when they confront the contents they try to memorize it or to reproduce it mechanically. A teaching with these

characteristics can not guarantee an adequate learning and you drive repeaters that little can operate with what they have learned to students.

The analysis of these results reinforces the opinion of than the performance of the students polled in this investigation, they represented that teachers demonstrate during the development of their classrooms a telling authoritative style in the process evaluativo toward the students, unmade a rational use of capability empática, of tolerance in front of the diversity of kind and enclosure of procedence, which determines a certain level of discouragement for the learning toward the various subjects of study.

In addition, it is valid to indicate than when having obtained the perception of the information for the students, this may lack of the essential aspects that the way must contain of becoming manifest a determined telling teaching style on the pupils, led to than the same aspire to propose of individual or collective form a proposal of actions that the various styles that the teachers with his students for the sake of achieving a communication and motivation of growth in the adolescent students experience improve .

Discussions

According to García, 2012 with respect to learning developer, you present ten beginnings to have in account for the creation of tuitional situations and learning developers they meet between: The possibility to learn through challenging activities that the intrinsic motivations arouse; Participation and solution in real problems, contextualizados, that they allow exploring, discovering and trying to change the reality; The transformation of the student of recipient in investigator and producer of information; The promotion of auto-knowledge, of the self-appraisal and of the reflection about the process of learning and the valuing of auto-directivity and auto-education like goal [8].

The fact that some do not know the abilities to achieve in the subject of study, the main characters of their learning not take a seat, not always verified itself in the students' opinions they know how to solve problems it be necessary in the application of it learned and the unspecified textbook's all epigraphs tend to want to learn the necessary esencialidades and enough of the contents for his level of formation. Deficiencies in the reasoning of the problems exist, his capabilities of analysis, synthesis, abstraction and generalization, which is why his active participation is not produced of spontaneous way, are banked which forces the teacher to look for new learning styles in dependence of the groups or individual characteristics of the adolescent pupils constantly.

In learning developer, the student is and the main character of the teaching process take a seat and he does not show up like passive recipient of information, would bear in the pupils an intense mental activity from a creative perspective; Learning constitutes for him a constant process of quest of significances, of constant contradictions; The pupil is responsible for his own learning autodirigiéndolo as from the commitment with oneself and he sets himself goals and periods to achieve them; It is able to assimilate his errors, capabilities, weaknesses and fortresses, you perceive the effort like a prime factor in his results and you confer a great value to the act to learn like something primary for the personal growth and the affective realization.

When applying the students the questionnaire, it became verified that 86 % of these do not know how to identify the heart of the matter of the contents or invariantes of knowledge and they tend to learn it by heart, aspect that is not reciprocated with the present-day tendencies that you abstain of the learning acquired by memory in the students.

When bearing in mind that the set of knowledge, abilities, habits and moral values incorporated gradually to culture and the fact that they conform an enormous volume of information constitute contenteses, the more important task of teaching is to provide the pupils the experience systematized and organized of humanity, means and methods to take possession of the contenteses in order to attain competitions socially determined and to perform efficiently [9].

Working with the necessary contenteses involves finding, within the great information aggregation, the essential and essential that the student must dominate, that can know. This task is one of the big challenges that you confront the contemporary teaching.

It is tried to select and to exclude contenteses in order to define the indispensable for the formation of the students according to the competitions established in the study programs; Action this of great complexity if they have in account the fast changes that generate at present in the sphere of the human knowledge and in the rises in waters requests in the educational process themselves.

This bears to that they not acquire the competitions required like professionals, because the poor person development of the abilities to confront and to give solution to the problems, you impede successes in my whole life social [10].

The process teaching learning presents fissures in each one of the three moments of the teaching activity, like music orientation, execution and control, right now than students they do not execute the actions with a number enough of times in order that these may happen in abilities in the majority of the occasions, and that way guaranteeing his adequate acquisition [11].

The authors coincide that today the basic quality of learning of the area constitutes a worry for the teachers of the area; Therefore, you are important from the tender age to teach how to the students to reason, like preamble of the application of the method of the teaching that they must utilize in superior years, right now than his method they incur in a still bigger value today than in the past and it is the professors' duty to educate its disciples, with the example and the word.

That way, in order to teach how to the pupils to reason with the ones that affirm that the classroom is the ideal space to do it, is necessary that they give the contenteses of the study programs with the action's adequate guiding base [12].

One had in account the personal components for the proposal of the educational actions and no personal of the process teaching learning, within the first to the professor and to the student like key elements in saying process, determining the role that each one must play the lead in at the classroom; Orientation, execution and control include the three moments of the teaching activity themselves. He was conceived from planning and a primary paper was offered to orientation, like crucial stage in the teaching activity and the one that the results depended on to a large extent to be enough. Not staffs of

the process were had in account as to the components: Objectives, contentses, methods, means and evaluation.

The following have the proposed actions like fundamental elements:

- The educational actions trigger learnings in the academic, investigating, step and linkage component.
- They propitiate the use of the active tuitional methods as well as the development of strategies of auto-learning for part of the students.
- The communication and the personal relations between the students between these and and the professor favor, reinforcing the student motivation toward learning.
- The structure of the subject of study is maintained, the developer evidences his principal change himself in the instrumentation of didactic actions addressed to getting a learning.
- They demand systematic preparation of the teachers and of his creativity for the elaboration of the didactic guides with focus developer of teaching.
- They discuss the control like an important stage in the course of the process, where results feed back her previous, enriching it from the theoretic point of view.

The professor must know to depth:

- I speak making each syllable of the subject of study.
- The race's normative documents.
- Techniques of stimulation and communication for the students.
- System of evaluation of learning.
- Competitions to achieve in the students.
- Methods and tuitional means.

The pupil must know to depth:

- Bibliography to utilize.
- Use of the virtual libraries.
- Use made suitable of the texts.
- Techniques of information technology and communication.
- Competitions to achieve in the subject of study.
- Methods and tuitional means.

Actions to develop for the professor:

- Planning the process teaching learning from a perspective developer, in the one that execute a guiding role in order that the pupil strengthen his cognoscitive autonomy.
- Planning the lesson that you give the esencialidades of the contents in and offering roads in order that pupils achieve his learning through the independent study.
- Designing the contents in dependence of the pedagogic diagnosis accomplished previously, determining what the student knows, what you do not know and what you must know.
- Being designed for didactic guides with teaching tasks developers as from situations problémicas that the reflection and the students' analysis demand.
- Designing strategies of attention to the individual differences.
- Specifying the competitions to achieve in the subject of study taking the preceding contentses into account and his systematization.
- Determining the tuitional means to utilize and his methodology.
- Elaborating situations problémicas in whose solution, the student have than mobilizing the logical processes of the thought.
- Evaluating the intervening knowledge you ask around of checking.

Actions to develop for the students:

- Applying to new situations the professor's explanations.
- Selecting texts, schemata and photos in the orientated bibliographies.
- Developing abilities in the search of the information that they allow doing them a reflexive analysis about the reliability of his contentses for the correct realization of the tasks.
- Establishing linkages between the previous knowledge and the present-day.
- Answering for reflexive form professor's questions.
- Distinguishing in the textbook the concepts that the professor and to examine them offers of critical form.
- Selecting the figures of book of text that they must observe and accomplishing the schematic performance of the structures.
- Establishing a method of self-control answering to the questions of checking that the professor accomplishes.
- Emitting his criteria doing analysis, synthesis and abstraction about what learned.
- Accomplishing a critical assessment of the teaching activity, expressing which ones music his future needs in dependence to the knowledge obtained at the classroom.
- Autoevaluarse and evaluating his companions, highlighting the ones that contribute new knowledge.

Conclusions

It became verified than in the process teaching learning in adolescence presents difficulties, due not to become use for the teachers of a telling communicative style toward the students, where a professorial forcing style limits the logical development of the thought making room itself, that you bear in the pupils the utilization of features of the teaching acquired by memory, where pupils acknowledged not to not knowing how to identify the heart of the matter of the contents or invariantes of knowledge, difficulties to apply it in front of new situations have, it is difficult for them to establish relations between the contentses and selling off the resúmenes and they copy the contentses of the text book textually, for which educational actions toward the achievement of a learning were proposed communicative developer and motivator in agreement with the contemporary educational tendencies for this level of teaching in Cuba, for the sake of achieving an effective communication for the teachers once the process of teaching was associated to learning, developer and motivator in students that belong to Santa Clara's locality [13-23].

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