Volume 18 Issue 46
Originally issued as A7



Global Journal of human-social science: A
Arts & Humanities - Psychology
Volume 18 Issue 7 Version 1.0 Year 2018
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

Didactic Actions for a Learning of Contentses in University Students

By Jesús Cuéllar Álvarez, Maydell Pérez Inerárity & Annia Vizcaíno Escobar

Central University

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Objective: To design didactic actions guided to achieve a learning developer in university students.

Methods: Was carried out a traverse descriptive study in the understood period of October 2017 to October 2018 it was applied a not structured interview and a questionnaire to students of Medicine and it was used mathematical methods for the absolute and relative values.

Results: It was verified that in the process teaching learning from the first year in the career of Medicine features of the teaching memoristic are used.

Conclusions: The students recognized not to know how to identify the essential of the content; they have difficulties to still apply it before new situations with the books of texts.

Keywords: *developing learning; medical studies; communication; didactic*

GJHSS-A Classification: *FOR Code: 130309*



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Didactic Actions for a Learning of Contentses in University Students

Jesús Cuéllar Álvarez [α], Maydell Pérez Inerárity [σ] & Annia Vizcaíno Escobar [ρ]

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I. Introduction

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 front of new situations.

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. [1]

Learning has been defined of several manners and these change according to focus or the theory from where the definition come. Scholars [2] of the matter coincide in than 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. But to achieve it constitute a present-day challenge of the medical education focused in a telling teaching process.

In this way they evidence various obstacles that hinder the constructive essence in the telling process, and they find the semantic barrier during the expression with double sense within them, and when the attention is limited, listen to, or if not speak him of a physiological barrier, without forgetting that the psychological becomes manifest in front of a physical imposing appearance, when interrupting the other ones when they talk or they have simply gone on and on intervening, expressed at a position of hierarchy. [3]

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. [4]

Medicina's own race, she is 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.

As from such situation, the authors presented themselves like general objective of present it investigation: Proposing didactic actions for a learning of contentses in university students.

II. Materials and Methods

José Ramón León Acosta in Santa Clara developed a descriptive transverse study in the period understood between October 2017 and October 2018 in the teaching poly-clinician for the sake of proposing didactic actions for alearning of contentses in university students. The universe was conformed for students' totality that they take a course in the first year of the race of medicine in the semiannual mode being the sign of 40 students selected by aleatory simple sampling.

Author α: MSc in Pycho Pedagogic. Central University "Marta Abreu" of the Villas. Cuba. e-mail: jesusca@infomed.sld.cu
Author σ: Dr.C in Psycho Pedagogic. Central University "Marta Abreu" of the Villas. Cuba.
Author ρ: Dra.C in Psychology. Central University "Marta Abreu" of the Villas. Cuba.

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a) Criteria of inclusion

– Students that belong to the first year of Medicine.
– That they wish to take voluntarily part in investigation.

b) Criteria of exclusion

– Students that had requested extra-teaching licenses.
– That they not wish to take part in investigation.

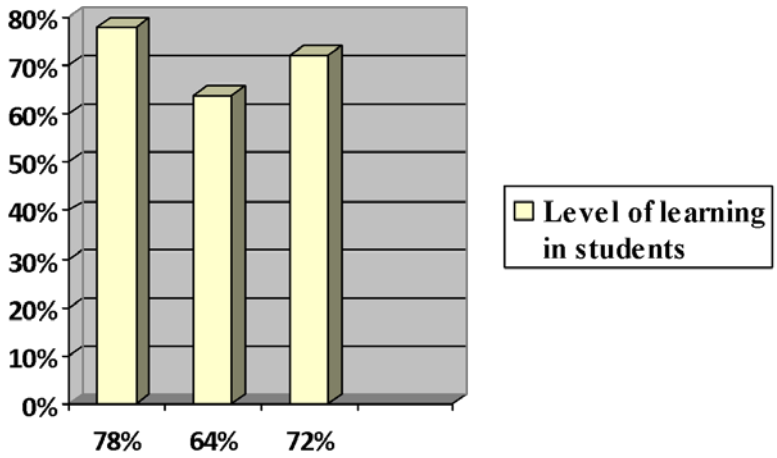
The following variables as from the obtained data were utilized: Learning of contentses and teaching communication.

c) Picking up of the information

They utilized to students for the purpose of obtaining enlarged information like techniques the not structured interview and the questionnaire for the realization of investigation.

Statistical processing: The information stored in a data file in SPSS version itself 21, 0 and it presents graphics itself. The information was summarized by means of the calculation of the arithmetical mean, standard deviation, absolute frequencies and percents.

III. Results



Source: Own elaboration.

Figure 1: Learning of Contentses in Students of Medicine.

When applying the students the questionnaire, it became verified that 78 % 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 this that does not love one another with the present-day tendencies that you abstain of the learning acquired by memory in the students.

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.

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 contentses, 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 contentses in order to attain competitions socially determined and to perform efficiently in practice professional.

A 72 % intercedes than when they confront the contents they try to memorize it or to reproduce it mechanically. A teaching with these characteristics cannot guarantee an adequate learning and you drive repeaters that little can operate with what they have learned to students. 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 and labor.

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.

IV. Discussion

According to the bibliographic realized revision, several investigators discuss this subject matter related with learning developer. For example: García Batista [5] presents 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

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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.

The fact that the competitions do not know some 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 pupils constantly.

In learning developer the student is and the main character of the process take a seat and he does not show up like passive recipient of information, trigger 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 auto dirigiéndolo 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.

Learning the developer is an ample and generalizing concept whose end is the development they learn of. [6]

In another investigation according to refer Rodríguez López et to the[7] process teaching learning at the universities of medical sciences presents fissures in each one of the three moments of the teaching activity, students the actions do not execute 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.

The author agrees with others [8,9] that the fact that today the basic quality of learning of the area constitutes a worry for the clinical teachers of the area presents ; therefore, you are important from the tender age of Medicine's race to teach how to the students to reason, like preamble of the application of the clinical method that they must utilize in superior years and in practice professional, since the clinic and his method incur in a still bigger value today than in the past and it is the professors' duty to educate his disciples, with the example and the word, in the debugged utilization and with excellence of the clinical method.

That way, in order to teach how to the pupils to reason it is necessary for them to give the contentses of the study programs with the action's adequate guiding base, the author agrees with Escobar et to the [10], the that they affirm that the lecture is the ideal space to do it.

The difficulties verified in the applied methods are similar to give them another scenes, what teachers' worry has been and the place has opened into the realization of investigations on this subject matter. [11]

The authors of investigation, based in his scientific preparation metodológica and his vocational experience, they consider that it is obvious than be prevailing in the aspect on the learning of contentses didactic self-regulating actions that you contribute to a learning of contentses in students of medicine propose the paper of the professor in the activity of orientation of the independent work based in teaching tasks with the use of the didactic guides and in his place.

Didactic self-regulating actions to develop for the teacher:

- 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 guiding lecture that you give the esencialidades of the contents in and offering roads in order that pupils achieve his learning through the independent work.
- 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.

Didactic self-regulating actions to develop 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

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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.
- Argumenting the development that the country has attained of late years the utility of the methods and techniques of study of the linked Morbid Anatomy.
- 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 according to the scientific advances and the technique.

V. Conclussions

It became verified than in the process teaching still the teaching's acquired by memory features, the pupils utilize learning from the first year of Medicine's race themselves they 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 they copy the contentses of the text book, which is why didactic actions to achieve a learning proposed developer in agreement with the contemporary educational superior tendencies from Medicine's race themselves textually.

Conflicts of interest: The authors declare that they have no conflicts of interest.

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