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## 7 **Abstract**

8 Background: The learning developer guarantees in the student the active appropriation and  
9 creator of the knowledge and prepares it to solve the problems that are presented in its  
10 professional practice. Objective: To design didactic actions guided to achieve a learning  
11 developer in university students. Methods: Was carried out a traverse descriptive study in the  
12 understood period of October 2017 to October 2018 it was applied a not structured interview  
13 and a questionnaire to students of Medicine and it was used mathematical methods for the  
14 absolute and relative values. Results: It was verified that in the process teaching learning  
15 from the first year in the career of Medicine features of the teaching memoristic are used.  
16 Conclusions: The students recognized not to know how to identify the essential of the content;  
17 they have difficulties to still apply it before new situations with the books of texts

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19 **Index terms**— developing learning; medical studies; communication; didactic.

## 20 **1 Introduction**

21 You presuppose the present-day teaching to the student like active seeker of its acquaintance, capable from  
22 developing his cognoscitive independence, to mobilize the logical processes of the thought and applying his  
23 knowledge in front of new situations.

24 The conception of the process teaching learning that comes into question, that involves besides, an integral  
25 vision that you recognize, not only his structural components, but also how they manifest these. In learning,  
26 the one that you know places itself in relation to what's cognoscible, and you get engaged with it. 1 Learning  
27 has been defined of several manners and these change according to focus or the theory from where the definition  
28 come. Scholars 2 of the matter coincide in than learning the developer represents an indispensable tool for the  
29 professors' daily work, and therefore, a theoretic foundation metodológico and pilot to plan, to organize, to direct,  
30 to develop and to evaluate his professional practice. But to achieve it constitute a present-day challenge of the  
31 medical education focused in a telling teaching process.

32 In this way they evidence various obstacles that hinder the constructive essence in the telling process, and  
33 they find the semantic barrier during the expression with double sense within them, and when the attention is  
34 limited, listen to, or if not speak him of a physiological barrier, without forgetting that the psychological becomes  
35 manifest in front of a physical imposing appearance, when interrupting the other ones when they talk or they have  
36 simply gone on and on intervening, expressed at a position of hierarchy. 3 The science the fact that you go into  
37 the teaching educational process receives the name of didactics, that is, than in the meantime Pedagogy goes into  
38 every kind of formative process in his different manifestations, the didactics attends only to the most systemic,  
39 organized and efficient process, that it is executed on theoretic foundations and for professional specialized  
40 staff: Professors. 4 Medicina's own race, she is not exempt of this problems: The authors through his teaching  
41 experiences could have verified that students repeat the contentses of the unaccomplished textbook the requisite  
42 analysis, do not do the teacher questions of essential contentses, limitations in logical processes of thought have,  
43 fundamentally in the elaboration of concepts, tendency has the execution of teaching tasks of reproductive form

## 8 DISCUSSION

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44 without having understood their requirements at full length, they do not accomplish self-control of his works and  
45 they worry about learning the complete unspecified book the esencialidades of the contents.

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

## 48 2 II.

### 49 3 Materials and Methods

50 José Ramón León Acosta in Santa Clara developed a descriptive transverse study in the period understood  
51 between October 2017 and October 2018 in the teaching poly-clinician for the sake of proposing didactic actions  
52 for alearning of contentses in university students. The universe was conformed for students' totality that they  
53 take a course in the first year of the race of medicine in the semiannual mode being the sign of 40 students  
54 selected by aleatory simple sampling. The following variables as from the obtained data were utilized: Learning  
55 of contentses and teaching communication.

### 56 4 c) Picking up of the information

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

### 59 5 Statistical processing:

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

## 63 6 III.

### 64 7 Results

65 Source: Own elaboration.

66 When applying the students the questionnaire, it became verified that 78 % of these do not know how to  
67 identify the heart of the matter of the contents or invariantes of knowledge and they tend to learn it by heart,  
68 aspect this that does not love one another with the present-day tendencies that you abstain of the learning  
69 acquired by memory in the students.

70 78 % of the students referred that they do not learn from active way, that only they listen to the professor's  
71 explanations and have difficulty applying the knowledge in front of new learning situations.

72 A 72 % intercedes than when they confront the contents they try to memorize it or to reproduce it mechanically.  
73 A teaching with these characteristics cannot guarantee an adequate learning and you drive repeaters that little  
74 can operate with what they have learned to students. This bears to that they not acquire the competitions  
75 required like professionals, because the poor person development of the abilities to confront and to give solution  
76 to the problems, you impede successes in my whole life social and labor.

77 On the other hand, the 64 % presents that it is difficult for them to establish relations between the contentses  
78 and selling off the resúmenes, they copy the contentses of the textbook textually.

79 IV.

## 80 8 Discussion

81 According to the bibliographic realized revision, several investigators discuss this subject matter related with  
82 learning developer. For example: García Batista 5 presents ten beginnings to have in account for the creation  
83 of tutional situations and learning developers they meet between: The possibility to learn through challenging  
84 activities that the intrinsic motivations arouse; Participation and solution in real problems, contextualizados, that  
85 they allow exploring, discovering and trying to change the reality; The transformation of the student of recipient  
86 in investigator and producer of When bearing in mind that the set of knowledge, abilities, habits and moral values  
87 incorporated gradually to culture and the fact that they conform an enormous volume of information constitute  
88 contentses, the more important task of teaching is to provide the pupils the experience systematized and organized  
89 of humanity, means and methods to take possession of the contentses in order to attain competitions socially  
90 determined and to perform efficiently in practice professional. information; The promotion of auto-knowledge,  
91 of the self-appraisal and of the reflection about the process of learning and the valuing of auto-directivity and  
92 autoeducation like goal.

93 The fact that the competitions do not know some to achieve in the subject of study, the main characters of  
94 their learning not take a seat, not always verified itself in the students' opinions they know how to solve problems  
95 it be necessary in the application of it learned and the unspecified textbook's all epigraphs tend to want to learn  
96 the necessary esencialidades and enough of the contents for his level of formation. Deficiencies in the reasoning of  
97 the problems exist, his capabilities of analysis, synthesis, abstraction and generalization, which is why his active

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98 participation is not produced of spontaneous way, are banked which forces the teacher to look for new learning  
99 styles in dependence of the groups or individual characteristics of the pupils constantly.

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

107 Learning the developer is an ample and generalizing concept whose end is the development they learn of. 6 In  
108 another investigation according to refer Rodríguez López et to the 7 process teaching learning at the universities  
109 of medical sciences presents fissures in each one of the three moments of the teaching activity, students the  
110 actions do not execute a number enough of times in order that these may happen in abilities in the majority of  
111 the occasions, and that way guaranteeing his adequate acquisition.

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

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

121 The difficulties verified in the applied methods are similar to give them another scenes, what teachers' worry  
122 has been and the place has opened into the realization of investigations on this subject matter. 11 Didactic  
123 self-regulating actions to develop for the teacher:

124 ? Planning the process teaching learning from a perspective developer, in the one that execute a guiding  
125 role in order that the pupil strengthen his cognoscitive autonomy. ? Planning the guiding lecture that you  
126 give the esencialidades of the contents in and offering roads in order that pupils achieve his learning through  
127 the independent work. The authors of investigation, based in his scientific preparation metodológica and his  
128 vocational experience, they consider that it is obvious than be prevailing in the aspect on the learning of contentses  
129 didactic self-regulating actions that you contribute to a learning of contentses in students of medicine propose  
130 the paper of the professor in the activity of orientation of the independent work based in teaching tasks with the  
131 use of the didactic guides and in his place. the reliability of his contentses for the correct realization of the tasks.

132 ? Establishing linkages between the previous knowledge and the present-day. ? Answering for reflexive form  
133 professor's questions.

134 ? Distinguishing in the textbook the concepts that the professor and to examine them offers of critical form.  
135 V.

## 136 **9 Conclusions**

137 It became verified than in the process teaching still the teaching's acquired by memory features, the pupils  
138 utilize learning from the first year of Medicine's race themselves they acknowledged not to not knowing how to  
139 identify the heart of the matter of the contents or invariantes of knowledge, difficulties to apply it in front of new  
140 situations have, it is difficult for them to establish relations between the contentses and they copy the contentses  
141 of the text book, which is why didactic actions to achieve a learning proposed developer in agreement with the  
142 contemporary educational superior tendencies from Medicine's race themselves textually.

## 143 **10 Conflicts of interest:**

144 The authors declare that they have no conflicts of interest.

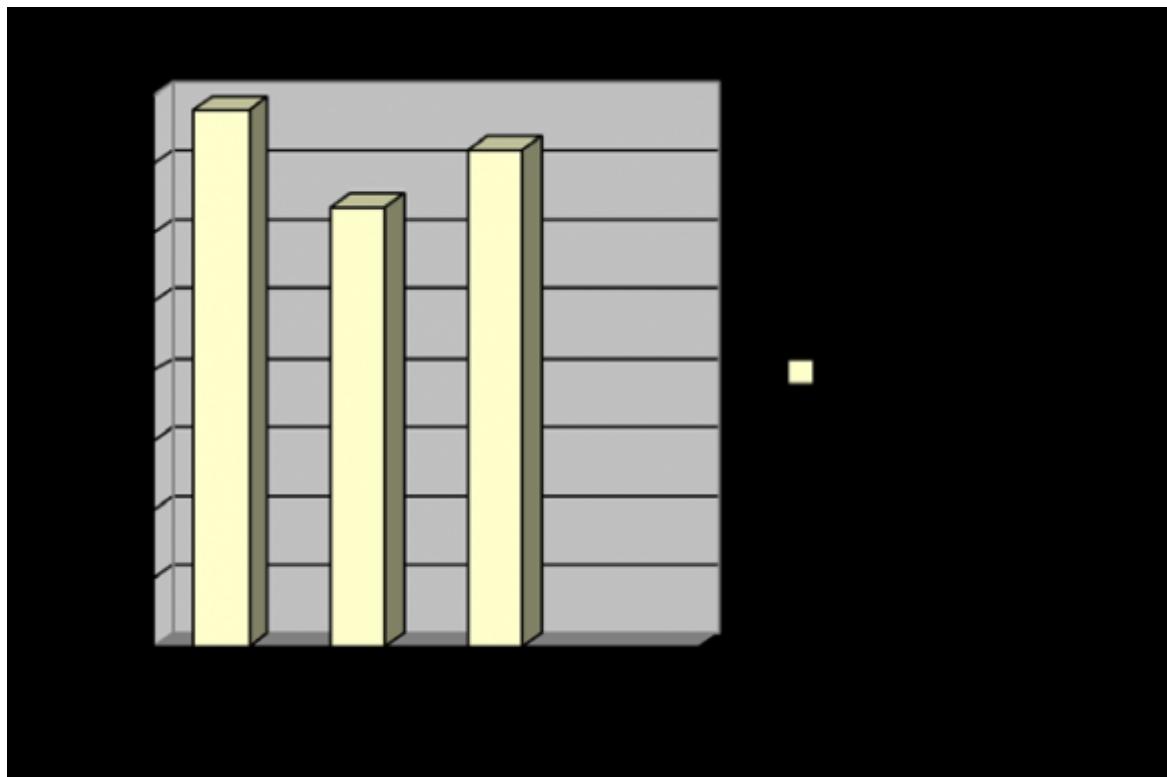


Figure 1: Ya)

Figure 2: ?

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