



EDUCATIONAL COMMUNICATION IN MEDICAL SCIENCES STUDENTS

BERTA LUISA CORRALES LAGOMASINO^{1*},
MARINIEVES GÓMEZ CORRALES², RICARDO IZQUIERDO MEDINA¹,
ALEXIS GIL LANZ³, DANIA VELÁZQUEZ RONDA¹
AND MARIO JOAQUÍN GONZÁLEZ FRAGA⁴

¹Medical Sciences School “10 de Octubre”, University of Medical Sciences of Havana, Havana, Cuba.

²San Fernando General Hospital, Neonatal Intensive Care, San Fernando, Trinidad and Tobago.

³Latin American School of Medicine, Cuba.

⁴Emergencies and Critical Care, Interventional Cardiology and Intensive Care for Adults, Southern Medical Service Co. Ltd., Cardiology Service, San Fernando, Trinidad and Tobago.

AUTHORS' CONTRIBUTIONS

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

Received: 06 July 2021

Accepted: 13 September 2021

Published: 15 September 2021

Review Article

ABSTRACT

Introduction: Taking into account the importance of communication in the school environment for the acquisition of knowledge by the subject, an investigation was developed based on the search for aspects related to educational communication in students of the Faculty of Medical Sciences 10 de Octubre that serve as material for teachers and students in their work with patients, relatives, and their interpersonal relationships, identifying the conditioning factors in an adequate communicative/educational relationship.

Procedure: The study was carried out with a qualitative approach, theoretical methods such as documentary analysis, systematization, and historical-logical analysis are used, which will lead to the Objective: to propose educational communication in health in medical science students.

Results: The fundamentals of the Communication and Pedagogical Sciences, made it possible to understand that it is necessary to envision learning as a process of interaction and dialogue that allows the construction of knowledge by the subject from his active and reflective intervention.

Global Considerations: The relationship between communication and education, is a system of influences that aims to achieve the socialization of the individual from the interests and values of a society, in a given context.

Keywords: Communication; educational communication; communication and students; educational communication in health; pedagogy and communication.

1. INTRODUCTION

The teacher's work must be supported by the knowledge of communication as an essential process that mediates all human activity and contributes to the

success of the students' learning and education process. It is necessary to understand learning as a process of interaction and dialogue that allows the construction of knowledge by the subject from her active and reflective intervention; where group work

*Corresponding author: Email: Luisa.lagomasino@infomed.sld.cu;

plays an important role. For this reason, the educator must deepen his knowledge about what a group is, what its characteristics are, and what factors affect the efficiency of group work. The teacher must create favorable conditions for the group to develop an educational communication occupying an important place, the interaction between the members of the group.

The term Educational Communication has not been used only in relation to school education but is linked to different areas of social practice. For example, in the political-ideological area, in the practice of the mass media, and in the pedagogical area, in the health area, among others [1].

When considering the relationships between communication and education, it is assumed that education is a system of influences that aims to achieve the socialization of the individual based on the interests and values of a society, in a given context, the links between education and communication are diverse and occur at different level [2,3,4].

A systematization of the works of Cabrera K 2016 [4] and Medina R 2016 [5] is carried out., researchers who have worked on the use of Communication in the school environment in the School of Medical Sciences "10 de Octubre", in it is a problem a deficient knowledge of communication as an essential process that is present and mediates all human activity and contributes to the success of the learning and education process of students. Reason for the topic to become an object of investigation.

The authors consider the need to review this topic to make an instrument available to students and teachers that allows them to achieve knowledge that promotes a change in the social perception they have about educational communication, which are affected by risk factors such as the consumption of hard drugs, alcohol, cigarettes, deficits in self-care, etc.

To achieve this goal, it will be necessary to achieve the conscious transformation of students based on communicative relationships, which allows subverting practices and behaviors rooted in part of the Cuban population, through dialogue, exchange and culture, as a way that favors the advance in the change of mentality of the subject, the objective is to propose educational communication in health to students of medical sciences careers.

2. METHODS

For the design of the research, a bibliographic review of the content of educational communication is

carried out; the search includes a high percentage of publications that do not exceed 5 years old. Documentary analysis, systematization, and historical-logical study were used as theoretical methods, the national and international scientific literature that works on the subject under study was explored during 2019 and the first quarter of 2020, textbooks were reviewed, articles from scientific journals and doctoral theses which were published in journals indexed in the databases SciELO, Elsevier, Medline, Dialnet, Medwave, Pubmed.

The selected scientific documents were previously subjected to a critical reading with the objective of the research, they are used as descriptors in the search: Communication, Educational Communication, and Communication and students, a total of 61 documents are consulted, of which 27 are selected with a percentage of 70.3% less than five years old.

3. ANALYSIS AND INTEGRATION OF INFORMATION

Dr. Ojalvo, raises: "... (assumed by other authors) In the process of school socialization these two levels of relationship between communication and education, between interaction and personality formation..." [4,5,6], they are:

Non-purposeful level: It is inherent in all human relationships; any educational act is a relationship of individuals who interact. It is implicit in fact, a communicational dimension, where messages are exchanged, although this objective is not conscious for some of those involved.

Purposeful level: There is an express intention to carry out certain communicational processes such as transmitting, informing, sharing, discussing, with the explicit purpose of exercising an educational influence. Eg: family, school.

In relation to this, B. F. Lomov states: "... educational activity is a communicative activity par excellence, in which all the functions that are inherent to the latter are manifested: informative, affective and regulating behavior..." [7].

In the historical development of the school as a social institution, the links between education and communication have become increasingly explicit and the participatory and interactive character of both processes is gaining ground. In the pedagogical process, a range of interpersonal relationships are manifested, which in the varied nuances adopted by communication exerts specific influences on the development of the personality of the students. The

influence of the teacher's personality and his relationships with his students is significant, as well as the forms adopted to organize the teaching process, the methods used, the forms of evaluation, which will reflect a distinctive communicative climate in each situation, which transcends the limits of classroom experiences.

Miguel Fernandez, Spanish researcher and author of several works that collect his investigative work, rises in relation to the synthesis task of the professional role of the teacher: "... A good teacher is nothing but a tireless search engine for optimal encodings for the communication of what he wants their students learn..." [8].

González F, shares the criterion that the essential function of the school is education and points out: "... the basis of education is precisely communication. Through communication, teaching is provided and at the same time an educational influence is exerted on the school in a participatory environment..." [9].

This author analyzes that the result of the interactive process cannot always be seen in the current context of the relationship in which it occurs. Frequently the interactive experience produces emotions, questions and reflections that allow in the subject an active and reflective continuity about a past moment and thanks to the active role that the subject assumes in the continuation of an interaction that was fruitful for him, there is an active later moment of construction or reconstruction of knowledge [9].

There are essential conditions for the teacher to establish adequate communication. They are: *empathic understanding, esteem, warmth and respect, authenticity and frankness* [10].

Empathic understanding: The teacher must be aware of the ability to penetrate the other's world, to place himself "under his skin" and to put himself in his place. It is much more than being tolerant, than being benevolent and uncritical, it is more than showing interest and not threatening. It involves first of all trying to think and feel like the other, to understand how he sees himself, what the experiences he has lived and are currently living have for him. It is accepting the internal world of the subject without prejudice or critical evaluations.

Esteem, warmth and respect: It consists of showing to the other that you appreciate his person, that he dedicates all the interest, warmth and solicitude, that his experiences are accepted. He must be shown affection and esteem. The teacher or professor must

stimulate the student in a certain way with the same affection that parents feel towards their children, regardless of how they behave at a certain moment, it implies the sincere disposition to accept and love them, whatever their life and present behavior were. or past. It is respect for the student, for his ideas, admit him, acknowledge him, take him into account, trust him, worry about his problems, protect him, take care of him, comfort him, and strive to make him feel good.

Authenticity and frankness: It consists of really showing yourself as you are, without hiding behind a false "mask". Show that the way you act corresponds to the inner world, do not simulate, do not hide, do not show artificiality, or theatrical gestures, or fake feelings. The teacher must be able to communicate to the student what he feels if he considers it appropriate and necessary. This means that he establishes a personal and direct contact with his student, person to person, who achieves a real, authentic relationship. In any case, one must be very careful in the way of expressing negative experiences to the student related to his relationship with him. These expressions must be stripped of judgments and evaluations about the student himself.

The authors specify that in order to achieve positive communication, it is not enough to possess the indicated conditions: empathic understanding, appreciation, warmth, respect and authenticity and congruence; It is also necessary to know how to express in the most convenient way and in an appropriate language what one thinks and feels.

With man's own development, say "medical science students" begin to worry about such important aspects as health, "science and art of promoting health, preventing disease and prolonging life through the organized efforts of society" [10].

The results obtained from the historical-logical study carried out, make it possible to recognize in the work of León M. Henry Sigerist, 1945; that anticipates the concepts of preventive medicine. He explained: "Health is promoted by providing a decent standard of living, good working conditions, providing education, physical exercise, and the means of rest and recreation" [11].

The 20th century marks the emergence of health education. Currently, it is proposed as a promising comprehensive strategy full of potential to create healthier populations through specific programs aimed at the transformation of living conditions and the global environment that promotes health and facilitates the choice of healthy options, these issues

are received by medical science students in their training curriculum [11,12].

From this systematization, it can be seen that all these actions in the educational field allow health agents and agencies to approach important entities, such as alcoholism, cigarettes, hard drugs, lifestyles, self-care of the skin, accidents, among others, which due to their repercussion constitute a relevant medico-social problem due to the consequences for health, the family, the economy and society.

It is valued that educational communication based on health promotion aims to create or favor political, economic, social, and environmental conditions, as well as educate and guide the population towards healthy lifestyles. Therefore, the ethical character of communication is indisputable and is present in the training of medical science students.

Health promotion as a set of policies, strategies, plans, and actions aimed at updating the possibilities of integral health of the individual, the family, the community, and the environment is seen from the perspective of educational communication, marketing and advertising [13,14].

For Dr. González R. achieving success in this work is important to the real knowledge of man and effective participation in the planning, execution, and evaluation of these projects. Communication is a vital factor. Knowing how to listen, knowing how to respond, knowing how to drive, knowing how to respect others, are essential premises in social work [15].

From the documentary analysis carried out, it is recognized that some of the communicative strategies used in health are characterized by a psychological approach, it is reflected that the persuasive strategy must focus on both cognitive and emotional factors, with the cognitive it is emphasized that it is the structuring internal of the psyche and is a product of learning.

In the historic Declaration of Alma-Ata, in the World Health Assembly, the World Health Organization (WHO), and the Pan American Health Organization (PAHO), the incorporation of both individual and social action in pro-health. The main objective is to create and reinforce the conditions that allow you to make the best decisions about your health and promoting healthy lifestyles.

Progress in health education does not depend exclusively on individual behavior: the family and the community also have an important role to play in

influencing individual choice and action. The social and economic policies of a country are also fundamental [3,4,5,7].

The authors in an approach to the problems related to health communication have found in behaviorism the pedagogical task since the beginning of the 80's, it constitutes psychological theories of learning that have penetrated to a greater or lesser extent in pedagogical tendencies and didactics.

It has been applied in the field of health in Latin America in different issues of health promotion and education. PAHO is interested in examining the various reasons that sustain the controversy about behaviorism, especially regarding its relationship with education, health promotion, and protection, aimed at changing the population's attitudes and beliefs about their lifestyles and health practices [15,16,17].

Another concern that arises is that judgments about what is good or bad, right or wrong, healthy or sick are deeply rooted in the cultures of the people, that is why it is valued in regions or religions that consume alcohol and drugs without being rejected by society, there are consumer behaviors that are considered abnormal or unhealthy, while for other cultures it is normal and healthy [4].

The authors do not assume behaviorism and its fundamental theoretical bases since they consider human behavior and its relationship with its environment in isolation, as an understandable and scientifically quantifiable object of study, from a very clinical position.

In 1964 Schramm's vision on the role that educational communication could play in changing traditional attitudes and behaviors was published, it set the standard for the use that was given to information programs and the media for development in third world countries for many years. It was found that through communication, health and vigor are improved, as well as the life span of the population is lengthened. This required not only the provision of medical and pharmaceutical services but also the teaching of new health habits [18].

Beltrán in 2016 states that in order to change the attitudes and practices of individuals, they must be exposed to new information and this could come through the media. Taking this as a reference, the programs began to work with the concept of community participation and "awareness raising," allowing the individual and the community to deal effectively with their own problems, instead of relying

on imported models and external forces to make the change [19].

Vygotsky with his cultural-historical approach reaffirms this approach, by clarifying the role of activity and communication in the process of socialization of the subject. This Russian psychologist expresses that the essence of each individual, his personality is the system of relationships that he establishes with those around him, therefore, learning is not only an individual activity, but also a social one, which implies communication with other men [20].

By systematizing educational communication researchers, they allowed them to characterize the different communicative models in the educational context: Model with Emphasis on Content, Emphasis on Effects and Emphasis on Process and assumes the Communicative Model for educational work with students With Emphasis on the Process, it is stated that it was conceived in Latin America, although it has valuable contributions from Europe and North America, it has a marked social, political and cultural orientation. Freire characterizes it: "Education is praxis, reflection and man's action on the world to transform it" [2,3,20,21,22,23].

The author assumes this communicative/educational model as it seeks to train people and lead them to transform their reality. Emphasizing the process is seeing man discover, elaborate, reinvent, make knowledge his own, it is a process of action-reflection-action, which he does from his reality, his experiences, his social practice together with others, as proposed in September 1982 in Quito at the Seminar on Social Communication and Education [24,25,26,27,28].

4. CONCLUSION

Through this critical analysis of the issue of educational communication, focused as a process of interaction and dialogue that allows the construction of knowledge by the subject from their active and reflective intervention, the objective of proposing educational communication in health for medical science students is fulfilled. It is through this exchange process that human beings establish relationships with each other and move from isolated individual demands to community social demands, facilitating "the opportunity to be highly emitters and receivers".

CONSENT

It is not applicable.

ETHICAL APPROVAL

It is not applicable.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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