



RESEARCH ARTICLE

THE TRAINING RESEARCH AS A LEARNING STRATEGY IN NURSING STUDENTS
OF AN ACADEMIC UNIT OF CULIACÁN, SINALOA, MEXICO

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ABSTRACT

The teaching and use of formative research within academic programs are greater than at any time in educational history. The formative research process of construction of knowledge, associated with learning and teaching. Objective: to analyze formative research as a learning strategy in leveling nurses, the theorists were developed: Demo with Research in learning, and Freire with problematizing and liberating education Díaz tummy with meaningful learning; Methodological design. Qualitative study, descriptive method carried out in 8 Leveling students, in-depth interviews were used. The thematic analysis was carried out using the Minayo technique. Results and discussion: 3 categories were selected 1. Generation of knowledge 2.- Research through problems 3. Linking practical theory Final considerations: they use strategies for formative research.

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INTRODUCTION

The formative research in the last fifteen years in Latin America, according to records of studies and reports prepared in Universities of Colombia, Argentina, Chile, Mexico. It arises in the second half of the 90s as that type of research, which is done between students and teachers during the curriculum development process of an adequate curriculum with the knowledge that exists in all academic processes: in the learning on the part of the students (as) and in the renovation of the pedagogical practice, on the part of the (as) teachers. (Restrepo, 2010). Therefore, its application must be generated from the contents of the subjects; where students must be dialectically visualized and oriented from the curricular structures, however, it also depends on the fact that teachers have a well-defined use of research training and use it as a strategy in nursing learning to update and level knowledge scientific; that is to say, most do not consider training with formative research as a tool for scientific training, they try to transmit learning from their experience, directing the development of the student's learning capacity.

Formative research is a process of knowledge construction and is directly associated with learning, developing around them a systematic reflection based on the link between theory and pedagogical experience (García, 2000). The training of professionals in the field of nursing currently faces different challenges, such as promoting the development of the ability to learn as a critical subject that builds its own knowledge or participates in its construction by integrating knowledge into this knowledge (knowing, doing and be) linked to the ability to communicate, interact, participate, put oneself in the other's place and observe ethical principles; essential aspects in the act of caring and fundamental for the disciplinary development (Vaquero, 2009). Formative research is usually used to teach the way how the student is introduced to the process of research during the training process, and used as a teaching strategy from how to get the main moves of an author, express how a summary is made, how They use the research and how it will be used to use it in search of information, when the student has to go and inquire information (Arakaki, 2009). From the point of view of (Moreno 2004), it refers to formative research as the training of nursing students who understand and advance to carry out scientific research (learning by discovery and construction strategy) to the formation, structuring or refinement of research projects; to the formation or positive transformation of a program or practice during its realization.

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This type of research aims to teach teachers and students research, develop cognitive skills such as analytical, productive thinking and problem solving, familiarize students with the stages of research and the problems they pose, and build in the teachers the culture of the permanent evaluation of their practice. In addition, formative research is considered as an area of learning from the practical theoretical point of view and the importance of its study was considered, since it is through theory and practice that the individual communicates, applies his knowledge, proves it, develops, reorganizes and acquires skills to then integrate them into its context.

According to the pedagogical proposal of Freire (2007), the role played by the educator in Liberating Pedagogy is to dialogue with the educator in frank friendship, thus obtaining the generating and interesting topics and the educator should not present his program as a symbol of imposition. The generative themes contain in themselves the possibility of unfolding in so many others that in turn provoke new tasks that must be fulfilled. To arrive at the determination of the generating themes and to propose the programmatic content (programs). Demo (2007), mentions that the first essential condition of professional education is research, that is, using research as a scientific and educational principle, as a daily attitude. It is not the case of a "professional" investigation, since it has not cultivated itself, but as the main instrument of the educational process; It is not the search for a "professional research", but a professional education for research.

Arratia (2005), refers that to relate the knowledge, results of research in student learning, you must take into account how you use these skills through practice during your training, either in the moments that helps to conserve or recover the health of the individual, through the promotion of health, or when involved in the resolution of conflicts in the family, or in the planning of better communication among its members. Restrepo (2009) points out that to teach research is to refer to the exercise of research teaching, that is, to use research in teaching both to give scientific relevance to it, and to familiarize students with the logic of research and initiate them in their practice, that is, to advance research training. In this regard, he points out that there are some forms of implementation of formative research, in the field of the pedagogical function of research; It has methods and practices of investigative teaching, tested by the institutions and by the university professors, who have shown some effectiveness. From them the particular practice of each teacher can find variants or antithesis, through which they give shape to new didactic methods that take distance from the expository methods.

On the other hand DíazBarriga 2015 refers that teaching is the responsibility of the teacher as its originator; but at the end of the day it is a joint construction as a product of the continuous and complex exchanges with students and the instructional context (institutional, cultural, etc.), which sometimes takes paths not necessarily predefined in planning. Likewise, it is affirmed that in each classroom where the teaching-learning process takes place, a joint construction is made between the teacher and unique and unrepeatable apprentices. In addition, Seen from another point of view, teaching is also very much an authentic creation. And the task (which we consider key) that remains for the teacher to perform is knowing how to interpret it and take it as an object of reflection to seek substantial improvements in the entire teaching-learning process.

In fact, it will not be able to interpret and read the process if it does not have a powerful framework for reflection (Con and Solé, 1993) cited by DíazBarriga F (2002), nor can it generate proposals on how to improve it if it does not have an appropriate arsenal of resources that support their decisions and their pedagogical work.

MATERIALS AND METHODS

The qualitative type design, studies the reality in its natural context, as it happens, trying to make sense of, or interpret the phenomena according to the meanings they have for the people involved. Descriptive method, studies the reality in its natural context, as it happens, trying to make sense or interpret the phenomena according to the meanings they have for the people involved object of study, formative research as a learning strategy in leveling nurses, research problem as formative research is applied as a strategy in the learning of student nurses. Theoreticians were developed: Demo with Research in Learning, and Freire with Problematizing Education Demo (1985), in his writings on action research he talks about how the student can appropriate the acquired knowledge; sees knowledge as something that has to be "acquired", or "reconstructed" as well as the linking of processes with knowledge does not depend on the personal dispositions of the student and his particular affective world, but also on the contexts of learning.

The scenario was the Superior School of Nursing of the Autonomous University of Sinaloa and the time outside of class of the teachers, the duration of the sessions was 20 to 30 minutes, on average the collection of information was continued until saturation theoretical To determine the number of participants the technique of saturation, The study subjects were eight students of the nursing school undergraduate nursing leveling with 1 modular semester, the characteristics of the students "The information is shown in figure 3"; for their choice the snowball technique was used (Goodman, 1971), the collection of the speeches was carried out using the in-depth interview, launching a question, with prior informed consent. These questions were modified throughout the study; At first the question did not work; when asked about the formative research, they answered about the scientific research, so they were adapted until they were as follows. What strategies do you apply for the student to learn? How is formative research taught? The recordings had 3 moments: 1.- recording of the interview, 2.- transcription of the recordings, 3.- Thematic analysis was carried out following the technique of Minayo. With the information obtained, the information was collected taking into account the thematic analysis, according to Souza Minayo (2009), a transcription of the EMIC was made and its analysis to the ETIC in the ETIC narrative, the search for attributes was carried out, after subcategories and categories until generating contributions to the object of study, it was inquired about the relationship between the labels and their comparison with the theoretical framework. The data were organized by classifying them into thematic units and identifying categories and subcategories according to the object of study, extracting the textual data, based on Minayo (1992). Organization of the data: a mapping of all the data obtained in the field work is done. Here they are involved, for example, the transcription of recordings, rereading of material, organization of the stories and the data of the participant observation, classification of the data.

The triangulation was carried out through the confirmation and confirmation of the students, the selection of evidence was made from the data reduction. The Ministry of Health (2013), considers the ethical principles of utmost importance for research ethics which is based on four fundamental principles: non-maleficence, beneficence, autonomy and justice. So all research should be guided in them, will be taken into account the following rigorous criteria Rada (2006), These criteria are: credibility, confirmability, and transferability or applicability.

RESULTS

The results show the result of the selection of 3 categories. Category 1. Generation of knowledge 2.- Investigation through problems 3. Linkage of practical theory. After analyzing formative research in student learning and based on the object of study and objectives, three central themes were determined, which characterize and explain the nature of each topic concerning the application of formative research as a strategy in the Nursing leveling student learning. At this moment, we seek to establish articulations between the data and the theoretical referents of the research, responding to the research questions based on its objectives. Thus we promote relationships between the concrete and the abstract, the general and the particular theory and practice. Teachers carry out activities that correspond to formative research such as: using laboratories to teach them procedures, strategies in the classroom for learning to develop, teaching them to investigate libraries, through books, on web pages, orient them to carry out case studies, apply evidence-based learning, among others, however not all teachers know that these activities are part of formative research.

It is important to state that the student considers that he uses formative research in his learning from the moment he starts looking for information to carry out educational activities. Category 1. Generation of knowledge. The theme is related to the creation of strategies related to the educational diversity of the classrooms related to the training of nursing school students, who from them as subjects of research know that they learn as a most important condition for human life and represent one of the most complex phenomena of our existence. It is a dialectic process of change, through which each person appropriates the socially constructed culture, has a multiform, diverse nature. The formative research must include the student's learning in the identification of the most relevant problems in science and technology,

Think of many kinds of learning that take place in the course of life we learn to talk, to walk, to dialogue, to dance, to remember facts, to interpret numbers and recite poems. In the same way, it suggests that the student should search for knowledge instead of just having the facilitator provide study guides, material or any other type of information. In this way the student becomes an automaton generator of their own concepts and knowledge. (Rojas, 2009). The student did not know and now he knows, he did not know and now he knows. If the teacher applies an exam to assess the domain of knowledge or action, the student will pass and even get high grades. But he did not really learn. If it is deepened a little more and the student is asked to argue and explain the information, to value it critically, to contribute criteria or personal ideas about it, he probably can not do it. Or if you are urged to explain each of the steps of your action, the reason for them and their sequence, your opinion about it and a new,

personal proposal is required in relation to some of the moments of the action or with the action itself, it is very possible that I can not do it I consider that they are expressed in the following g speeches:

"Investigate the concepts to learn the procedures" E7,
 "They use and rely on laboratories to make formal and effective learning" E7,

E 1 ... the data that they integrate, as it is done then we are integrating them to the practical way, we are going to the laboratory by teams

D1 ... as a teacher to perform the technique and explain why doing this technique and what will benefit the person that is what we are preparing for as health professionals,

Category 2.- Investigation through problems

This category is allusive to the way in which students give meaning to the user's existing context when they find it in a state of health or illness, as this knowledge helps them to be aware of their current situation in order to apply their knowledge. Medina J (2012), tells us all institutionalized social practice such as the practical teaching of nursing part of conceptual platforms, ideological perspectives or structures of rationality on care and teaching that guide and give meaning. This conceptual diversity can be articulated in two perspectives: technical rationality and practical rationality. It is important that we reflect on our image of how the practice of care is and how it will depend, in a certain way, on the conceptualization of the role of the teaching nurse / internship tutor and, by extension, their profiles and training requirements. This is discussed in the following speeches

"Study the background of reality ... They know the user first and they detect their needs ... they look for strategies to provide care that solves the need ... it investigates the pathology, the alterations, signs, symptoms and management that should be given" E1 "In the course of epidemiology they know the 10 main causes of morbidity and mortality in the country ... they must know the epidemiological chain

Category 3. Linking practical theory

Educational influences should be aimed at promoting personal growth, in the case of school, this is a central imperative, since together with the family it has the social mandate to promote the personal development of the student in his charge. This can be achieved when in their actions, in this institution it is possible for each subject to have truly formative learning. In both cases there was a change, the student did not know and now knows, did not know and now knows. If the teacher applies an exam to assess the domain of knowledge or action, the student will pass and even get high grades. But he did not really learn. If it is deepened a little more and the student is asked to argue and explain the information, to value it critically, to contribute criteria or personal ideas about it, he probably can not do it. Or if you are urged to explain each of the steps of your action, the reason for them and their sequence, your opinion about it and a new, personal proposal is required in relation to some of the moments of the action or with the action itself, it is very possible that I can not do it I consider that they are expressed in the following speeches:

Students

"Investigate the concepts to learn the procedures" E7

"They use and rely on laboratories to make formal and effective learning" E7,

Teachers

D3 ... What he leads from the classroom - and what he will see on the real stage of a second and third level hospital

D5 ... - and what will, a, see in the real scenario of a second and third level hospital (like)

D1 ... go analyzing your research your work

D3 ... a real result, real because it goes to a real scenario, it is not bibliographic but it has its ... subject of care there - (bibliographic to the real)

D2 ... it has to carry bases, of theoretical knowledge and theoretical knowledge- about what is the care.

Conclusion

After the analysis of the results of the research according to object of study, objectives and theoretical, the proposal of institutionality of the formative research in nursing student training is presented, supported by Restrepo (2008), in the relationship between training for research, as part of the materialization of the research mission of the university.

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