



Didactics of the national reality course in communication students in higher education in Arequipa, Peru

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Abstract

The work aims to analyze the origins of university didactics and its current perception, marking its evolution as increasingly unintelligible and inconsistent, by changing scenarios and anomalous contexts in higher education, in particular, the specific reflection is confined to the teaching-learning process of the subject of national reality in the professional training of communicators in the last 5 years at the National University of San Agustín de Arequipa; valuing the theoretical knowledge developed, compared to the practical sensitivity observed and experienced. The objective of the research is to identify the articulating links of the socioeconomic data analyzed in the institutional and official sources with the factual reality of the daily life of communication professionals. The methodology has a qualitative descriptive inductive character with a constructivist transectional approach, based on the experience of 5 years of teaching the subject of national reality to second-year students of communication sciences, detailing the critical analysis of the students in the worksheets, as well as the interviews to the students. Among the most relevant conclusions is the importance of the theoretical review of the socioeconomic indicators generated by official institutions, however, the valuation and/or disqualification of this information is presented when the students live the reality in the same place as the facts, generating a motivation of sensitivity analysis to reality in its different perspectives, concluding in controversial debates, sustained argumentatively by the teacher.

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Introduction

Didactics in recent years has managed to position itself as a substantial element in the teaching-learning process, although historically it already has transcendence, reviewing the background, in the Middle Ages approximately by the V/XV century, appears the beginning of Didactics focused on the field of teaching and learning, thanks to St. Augustine and internalizing the teaching conception, through his work entitled "The Teacher", maintained until today. Thus, it is also observed at the beginning of the scholastic philosophy, in which the first text focused on Didactics appeared, etymology presented by San Isidro in the Middle Ages and at this time has widely used the term "magister dixit", whose meaning is "the teacher said it" or "the teacher has said it". St. Isidore in his etymologies used this term and in turn, was oriented to the great importance generated by the topics to be developed by teachers. San Isidro considered that the cenobios should have an individual in charge of the education of the infants, in addition to a predilection for older sages, and focused on the learning of literature and virtuality. On the other hand, Hugo de San Victor, who mentioned that the sciences were centered on four, presented in his work "Erudito Didascalía", also wrote the famous treatise *Didascalion*, pedagogical work that has meant in its historical-cultural context a fundamental educational synthesis for the understanding of the subsequent evolution of the educational culture in the West.

Didactics at the university level in recent years has achieved a series of publications positioning it as a relevant pedagogical tool in the training of professionals, although it must be recognized that this methodology was best developed at the basic level of education. In this sense, it is necessary to take into account that "the conceptualization of education and teaching-learning processes have undergone major changes, closely linked to the changes that are originating in the audiovisual society as the use of media and new technologies become more generalized" (Aguaded 2004 p. 29).

It is evident that a greater dedication to the pedagogical process at the university improves quality standards in professional training, however, the conditions in which educational

activities are developed must be taken into account. The conditions of infrastructure, services, equipment, resources and security are conditions that circumscribe the range of teaching and learning activities that teachers can deploy in their daily practice" (Guerra et al. 2019 p. 146) conditions that should modify the didactic processes.

In a review of the basic principles of university didactics, taking into account the ups and downs of the social context, especially when it comes to this period of the pandemic, proxemia becomes a central element, Plachot points out, "they become especially relevant in the current contexts of forced visualization" (Plachot González, 2021 p.9), so the teacher's presence is indispensable and his decisions of direction and guidance in the interaction, complying with the principles of conscious and active assimilation by the students, ends up being motivating, since it is a problem that the student permanently lives with.

In another perspective of analysis, conventional pedagogical strategies have shown their weaknesses, Cusihamán & Pacheco (2022) state, "the mono-disciplinary approach, in the development of scientific research in Communication Sciences, fully prevents the development of a collaborative strategy in the teaching-learning process" (p.87), which opens a possibility in interdisciplinarity founded on the theory of the complex system, whose basis is based on Piaget's proposal of the constructivist approach. The collaborative strategy strengthens joint and teamwork, especially in the academic visits to the field.

Methodology

The systematic analysis consists in recapitulating the teaching-learning process of the subject of national reality during the last five years, assuming some homogeneity criteria descriptively, that is to say, it responds to data, characteristics, as well as aptitudes and attitudes of the students, from a qualitative perspective, as Bernal points out, its attention in qualifying, in a way that indicates the characteristics and elucidates the subject of study, taking into account the critical capacity of the student,



assuming features that allow comparing year by year the progress and answers of the students, in three aspects: in the first term to the contents proposed in the syllabus of the course, detailing the sources of information verification. The second term refers to the teaching-learning processes applied assuming the risks in their different perspectives and a third aspect referring to the proposals pointing out the interaction and verification of information and contrasting of the content. The proposed approach has a constructivist connotation without assuming this methodology as such, but as consubstantial to the development of the research. It has a transectional character, to the extent that the study is limited to a defined time. The instruments used are limited to the worksheets of the subject, where the activities carried out in class are detailed.

On the other hand, the revision of the syllabus proposed each year, in this case, considers the transversal knowledge that is not modified even if the chronograms, periods and activities are different, the central themes of the subject are similar to previous years. The interviews with the students and graduates of the course, both the contents and of the procedures of the learning process, allow them to self-evaluate, proposing corrections in the development of the subject, as recommended in the results and discussion.

The methods applied to begin with the theoretical review of the historical background of didactics, going back to the origins of pedagogy, the relationship between pedagogy and university pedagogy, whose characteristics promote continuous improvement processes, based on quality diagnostics; In turn, the didactic methods usually used in the Peruvian university are contemplated, as well as the perception of the different currents regarding human development and the proposal of society with welfare and quality of life. In this section, it is recognized that the controversial ideas strengthen the dialectic method in the understanding of the national reality.

2.1 Didactics and its origins

The term didactics comes from “diaktiqué”, linked to teaching and instruction. In its Greek etymology, the idea of didactics was identified in

several ways: as the fact of teaching or as an instructor qualified to instruct. Likewise, it was devised as a literary style, since the Greek sages stood out as the predecessors of the processes of education, inciting a better investigation.

Reviewing the antecedents, one can recognize the historical contribution of the numerous mystical works, which had great acceptance and praise by later thinkers since they considered all knowledge not as an end in itself, but as a previous step to entering the mystical life. Later, St. Thomas Aquinas is presented and with him the basis of much of the content in didactics and that even in the present time is taken conceptions of the same.

On the other hand, Ramon Llull presents an epitome of the works and authors mentioned above, where in many of his works he is oriented to literary and science education, leading to Specific Didactics, which in turn forms the basis of training by the invention. It is worth mentioning that the scholars of the ancient writings and intend to promote the evolution of humanity based on the teachings of archaic thinkers wanted to guide it in a current way without succeeding. Another type of didactics is the systematic, whose first study on this subject was by Juan Vives, where thanks to his research and contributions are visualized exposure on the situation of Didactics that are still dominant in part of education and today. Ratke, who originated new ways teaching of native languages, was a guide for the educational processes, and the premise that one must have an understanding of the objects to study the words. The natural and methodological process must be followed.

In the Age of Enlightenment (18th century), which took that name due to the great influence of intellectual currents and where the purpose of teaching was to mold individuals correctly and with values. This was followed by the colonial period, in which the religious education of children and the legislation of their environment was necessary.

However, for Rousseau, didactics is based on the progress of the child's independence, his ability to observe and his capacity to understand. In attempting to characterize the intellectual



education of the newly free man, Rousseau failed to link the child's own experience with the experience of human beings reflected in science. He was a follower of direct knowledge, which should not be received from books, but nature. But he showed, with clarity, the great importance

of the education of the child's activity, of his spirit of observation and inquiry and the importance of the teaching of direct communication with nature and with life. Physical work is an inescapable duty of man as a social being.

Table 1: The four periods divided by Rousseau in the life of the learner.

First period	Second period	Third period	Cuarto periodo
From 0 - 5 years old	From 5 - 10 years old	From 10 - 15 years old	15 - 20 years old
Time for physical development.	Period for the development of the External senses.	Period of the Intellectual education.	Period of moral education

Another author who contributed to didactics was Pestalozzi, who gave foundations in the general areas and methods in the educational part. Encouraging education with labor and that language is a fundamental part of learning, as well as every human being, is integrated with the processes of education and develops them. Later, Benjamin Rush encouraged the creation of schools and promoted the freedom of education. Likewise, Froebel" exposed teachers' courses to improve their didactic methodologies in the treatment of children, without leaving aside the moral sphere. The philosopher Herbart, establishes pedagogy with ethics as an important part of cognition, helping the growth of curiosity as a natural being of the living being and therefore creates bases, foundations and principles for teaching. Continuing with these thinkers who have driven the progress of educational development and didactics, Durkheim is the thinker who leads pedagogy in social areas, thus encouraging the development of social and cultural movements of humanity. For Dewey, infants and adults must have a flexible education, which can cover all the needs of individuals in both theoretical and practical areas.

Didactics has been evolving and has been integrated with other areas, thoughts and models of several researchers, although this change was not very noticeable in the twentieth century, since the developments of the areas have seen

the need to link with areas of great importance and that are placed as a fundamental part of the growth of the same, relating directly to education and therefore Didactics. In turn, it is identified by the use of didactic systematization, the experimentation of didactic methods and the unfathomable analysis of each integrating part of didactics and education.

2.2 Didactic Methods

The didactics in this century were more focused on the student to focus on the surrounding environment and minimize a little the place of the educator, thus being able to develop skills that will also be necessary for their growth and adapt to other societies and ways of life, thinking about achieving a better future for humanity. In this situation, several models and didactic theories were presented that could be evaluated and thus be able to decide which of all of them would be a direct and primordial part of effective learning in the students.

The ABP method was presented, whose intention was the teaching/learning as the main point of the student and can receive knowledge based on real situations.



Table 2: Benefits and difficulties of PBA at university

Benefits	Difficulties
Promote the development of interpersonal, teamwork and cooperative skills (Del Valle and Villa, 2018).	Insecurity in the face of paradigm shift and uncertainty in students (Solaz-Portolés, San José, & Gómez, 2011; Del Valle & Villa, 2018, Sola, 2006).
They achieve optimal tutor-student interaction, establishing a good classroom climate (González, Carbonero, Lara and Martín, 2014).	It demands different spaces from those available in universities (Solaz- Portolés <i>et al.</i> , 2011), time, financing (Fernández <i>et al.</i> , 2016) and technology (Sola, 2006).
Integrates knowledge from different disciplines (Del Valle and Villa, 2018).	Difficulties from practice for students (slow learning pace that makes it difficult to deepen their knowledge) (Del Valle and Villa, 2018).
Greater involvement of the genuine student body increased student attendance and participation (Fernandez <i>et al.</i> 2014).	It is necessary to have compulsory class attendance and previous knowledge (Solaz-Portolés <i>et al.</i> , 2011).
Active learning is used	It is better adapted to practical subjects than to theoretical ones (Solaz-Portolés <i>et al.</i> , 2011).
Intrinsic motivation/involvement in their learning (Del Valle and Villa, 2018).	The inadequacy of the curriculum difficults its implementation (Del Valle and Villa, 2018).
Associated with professional future/ professionalizing carácter.	Greater effort and time for learning achievement (González <i>et al.</i> , 2014).

Other methods were presented by theorists from different areas of learning and used in different ways that modified didactics evolutionarily. As in the case of Dalton with the learning contract, Piaget with problem-based cognition and Vigotsky with learning based on complications.

The behaviorist method where knowledge is only based on what the educator transmits and not the students and if the student did not understand what was exposed by the teacher it was inconvenient for him.

The structural method focuses on the fact that everything must be investigated before a structure is generally exposed in linguistic areas.

2.3 University Didactics

The university didactics or known by others as university pedagogy is the basis of university teaching, also focused on the curricular area of universities, so that didactics has been constantly improving and evolving as part of learning and the different areas in society. Didactics has been evolving and thus has tried to adapt to the needs of both students and teachers, to meet the optimal development of learning. That is to say, a child who is in his first years of study will have a basic thinking and a basic reasoning since he is

just beginning to be filled with knowledge, as well as learning about himself, his abilities and other characteristics, which a few years later will help to continue integrating into the world, but due to all these factors, his way of learning will also be different, due to the increase of knowledge, attitudes and interests, where the teacher will adapt the didactics to these new changes. Although didactics as a science does not have great diversification between the teacher and student.

Now an aspect of university didactics oriented to current situations is presented by the fact that in the process of the university educator it is no longer possible to work as in the old universities, in which only the teacher was the one who participated and the student did not have the opportunity to participate, ask or absolve all his doubts, the teacher was only concerned about teaching but did not take into account the student's learning. At present, these university actions have been modified, being more concerned about student learning and their active participation thanks to the didactic improvements presented in the curricula and teacher training.



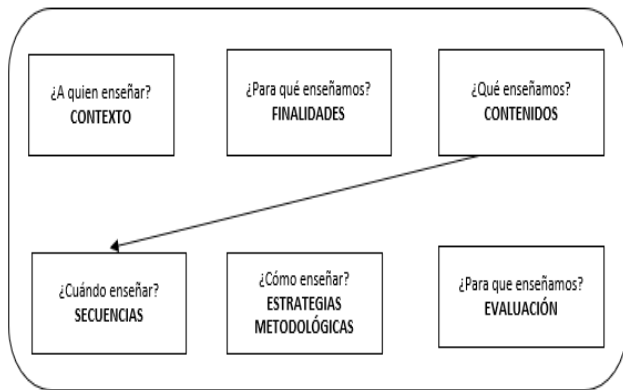


Figure 1: Curriculum design

Several theorists have presented didactic principles in university teaching, the following are some of the most important or most common points:

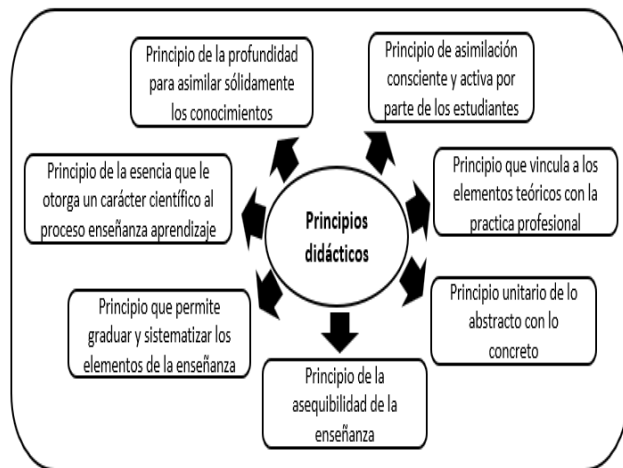


Figure 2: Some university didactic principles.

University didactics must be oriented to the needs of society to educate according to them and at the same time focus on the changes in the thoughts of all the fields because of the situation in a globalized and more and more rotating world, being necessary to take into account the processes of knowledge and learning of human beings.

For this reason, university didactics must present students with the best way of learning, facilitated by the educator and the adaptation that is made to the cognitive change that occurs in the student. Therefore, the effectiveness of the teaching/learning processes is fundamental, as well as the effectiveness of the teachers. Didactics is of great importance in the work of university

education since it has a direct influence on students and their learning. In this way, didactics occupies an important part in the university and educational environment, encouraging research and innovation of knowledge. It is in this sense that in the universities more changes are presented, for the improvement of the education, since in certain circumstances what should be is not, that is to say, that the teachers must be completely aligned to the university didactics with which they work, but some universities place teachers in areas that do not correspond to them or that do not have the same pedagogical beliefs.

The university teacher must be aligned to educational didactics, being also a facilitator of constant learning, adapting strategies and didactic models that promote adequate and meaningful training in each of the individuals, being able to be in line with the processes of globalization and improve university education.

2.4 Perception of the course on national reality

Developed countries invest a large proportion of their income in science, technology and innovation, which undoubtedly leads them to become producers of knowledge, which is why it is argued that the development of science and technology are the basis of social welfare and economic growth in today's society. Social and political pressure and economic interests are mixed in decision-making, which leads to successes and failures in a given country.

Nowadays there is a worldwide concern for the care of the environment and the rational use of natural resources (flora, fauna, soil, air and water), therefore, students should be inspired to have a strong academic spirit, an aspect that consists of gathering information about the territory, the reality and knowing that all members of the national and international community are forming and building a nation.

National Reality should create a space for dialogue, reflection and analysis of different social, economic, political and cultural processes that allow to identify the country and know how to face different situations, proposing alternative solutions with a strategic position towards the use and exploitation of natural resources, being



aware of globalization and the knowledge and information society. The knowledge of the political and socioeconomic processes, of the competitive and comparative advantages of the country, as well as the historical facts that have marked the path as a country, are of vital importance to knowing the national reality having as a transversal axis the conception of democracy and freedom.

Therefore, it is the teacher's duty that the students learn to look at a rapidly changing world with different eyes and know how to adapt to it since it is a world with a much more accelerated pace and revolution. The students must have a global vision focusing on their reality in space, time and history to comply with their rights and duties.

The students must become social and cultural references of academic excellence in the consolidation and practice of different values to meet the demands of the country, which has three great natural regions, the coast, the highlands and the jungle, natural regions that contain a great potential of natural resources and that, with creativity, courage, effort and skill, the Peruvian man has been able to exploit.

The development of the country is inconceivable without the active and effective participation of the university, that is, without science, technology and a new type of professionals. This close university-development link becomes even more important in the current globalized, competitive world context of knowledge societies. There has always been a need to redefine the link between universities and society, considering the functionality to the new market requirements, to link the business sector and the applicability of knowledge.

In the country, the absence of added value in science and technology can be appreciated in an integral way, which generates limitations in the quality of life of the population, affecting their possibilities of insertion in the local, regional and national processes, as a result of the lack of application and production of that science and technology, in the transformation of the national reality, which prevents improving the strategic level of power to achieve its national objectives. Science and technology constitute the expression

that encompasses the dynamic elements for the construction of social and therefore economic development, which allows the solution and satisfaction of the needs of the population, such as unemployment, malnutrition, and illiteracy, among others.

National strategy. From a functional point of view, the powers of the state are three: the legislative function, which is in charge of issuing the laws of the state, the executive function, which is in charge of conducting the policy and the administration of the state, and the jurisdictional function, which is in charge of solving conflicts related to the legal aspect. Each one of them must manage an adequate strategy, to achieve all the planned aspects, a strategy that is understood as the art of preparing and applying power to conquer and preserve the objectives, overcoming obstacles of all kinds, it can also be defined as the necessary actions to achieve established objectives. The national strategy becomes the art of applying national power, and overcoming obstacles according to the orientation of the existing national policy.

2.5 Higher Education Perspective

The subject of the Peruvian university has not only gained importance in recent years but even more so has been boosted by the new Law 30220 of 2014, which encourages an analysis to understand the nature of Peruvian society. More than 95 out of every 100 people today complete primary school and about 85 out of every 100 complete high schools, this figure has implied an increasing pressure on post-secondary education that has been channeled through higher education which has two variants: non-university and university.

In this context, higher education is not compulsory, but rather an additional education option for those who have completed secondary education. According to ANR figures, in 1970 the number of university applicants was 64 thousand, a figure that has been increasing year after year in the country, as shown in Figure 3.



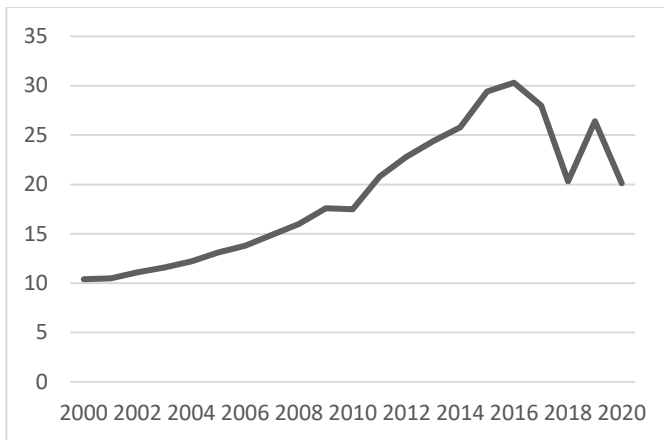


Figure 3. Percentage of young people enrolled in university education 2000 - 2020

Figure 3 shows a vast growth from 426,029 students enrolled in 2000, a figure corresponding to 10.4%, to 1,206,137 in 2019, a figure equivalent to 26.4%.

One of the main roles of university education is to train professionals capable of facing an increasingly demanding and competitive labor market. In the Peruvian case, although there are positive effects of higher education on the income of workers and the reduction of their probability of falling into poverty, it is important to point out that there are certain limitations of the university system linked to employability, which are related to underemployment and overeducation that show the importance of linking the current and real labor aspect with the academic world (Mejía, 2018), as Peinado and Montoy (2022) said: "It is time to adapt and evolve with the changes" (p.109), even more so when dealing with atypical pandemic moments.

The INEI reports that access to information and communication technologies (ICT) varies according to the level of education of the head of household, that is, people with a higher level of education have greater ICT coverage. Likewise, 66% of households in Metropolitan Lima have Internet access, in contrast to 9.9% of households in rural areas of the country. This reveals the inequality in access to ICTs, which creates a barrier for young people from less favored areas to continue their university education.

"The university is conceived as an open entity, permeable and attentive to the challenges or solutions demanded by society, willing to work

associatively with various actors in the public and private world, forming two-way, permanent and mutually beneficial links, at the local, regional and international level to positively impact their environment". With the pandemic, the measures adopted by the government underwent changes, which were linked to virtuality, assuming multiple economic, and technological challenges, among others (Henríquez, 2018).

The COVID-19 pandemic resulted in a 29.8% to 9.4% drop in GDP, according to INEI statistics, in the second and third quarters. The economic crisis meant a significant reduction in the income received by both public and private universities.

Taking into account the challenges involved in adapting to the virtual modality in university education, the socioemotional and health aspects and the costs involved, it was inevitable that the university system experienced enrollment desertion. According to MINEDU, a drop of 310,522 students was reported in 2020, representing 24.01% compared to 2019.

Teaching, as an act of teaching and learning knowledge produced through scientific research in various fields of knowledge and university extension that seeks to solve problems and meet the needs of the context, from the link between teaching and research, through concrete actions. The research function is a transversal axis in university work; the university is the space where the production, dissemination and application of knowledge takes place, assimilating those already generated by humanity and producing new ones, through the research of teachers and students whose purpose is social transformation.

Scientific research becomes the transcendental pillar of higher education. In the country, scientific research networks are gradually emerging, which results in a slow process of knowledge, coupled with the fact that the laws of the country have late support for research in higher education. A notable shortcoming in the environment is that what is researched and produced in the academy is not published or disseminated for analysis, knowledge, validity or perhaps refutation in the scientific community, it simply remains on paper and in the university classrooms.



The experience of the last semesters is an opportunity for the pedagogical reinvention and modernization of university education, including the evolution towards management of universities with leadership and efficiency (Watermeyer et al., 2020). University education is therefore a priority on the current national public agenda. Even more so in the post-pandemic situation due to COVID-49, the celebration of the bicentenary of the Peruvian Republic, the progress of the university reform and the general elections of last year, all these facts have undoubtedly modified the current panorama of university education.

Possibly, face-to-face education should incorporate the development of digital competencies, particularly for those students in vulnerable situations. In this line, it is recommended to strengthen the support to universities so that they can establish an academic offer in the digital modality, in the short term, and blended learning, in the medium and long term, strategic and quality. Likewise, once developed, incentives should be provided to attract non-traditional students (for example, parents, full-time workers and people with some type of disability or those who have temporarily dropped out of university education), according to their needs and potential. Finally, it is necessary to improve the conditions and capabilities of university teachers, within the framework of a Public Career for University Teachers, as they are a key element in any attempt at digital transformation in the system.

University education can also become an engine

of economic and social recovery in the country, post-pandemic and to achieve this it is necessary to opt for a public policy that emphasizes welfare in the short, medium and long term, with due responsibility, therefore, it should take advantage of the opportunities of digital disruption, which will lead to a strategic digital transformation in university education post-pandemic aspect that warrants a pedagogical reinvention and modernization of the same education.

This stage of adversities has served for the discovery of more than one digital tool, which are useful and will be applied when returning to face-to-face education. It is also important to note that in the context of the pandemic, the teaching work turned out to be more complex since the gaps in access to ICT generated some inconveniences for both teachers and students, which should mean an opportunity to implement changes in the sector, both at the level of the student, who needs to apply self-discipline, responsibility, autonomy, flexibility and better time management, as well as the teacher who has developed various skills and digital tools (Marina, 2007).

Results and discussion

The content analysis of the subject was obtained by answering some questions that were slightly modified transversally and, on the contrary, the procedural sequences have been varying, so much so that the teaching and learning strategies had to be modified, constructing a didactic scheme with proposals that are detailed in Table 3.

Table 3. Contents, questions and criteria for comparison of procedures.

Content	Content questions	Source of verification	Procedures
History	What is the historical background of the region?	General history of Arequipa	Interviews with historians Observation of preserved traditions Bibliographic review Visit to poor peripheral sectors
Economy	How many poor people are there in Arequipa?	INEI, BCR, Arequipa en números	Interviews with inhabitants of different districts Photographs in their homes Bibliographic review



			Review of personnel requirements in newspapers
Social	How many unemployed are there in Arequipa?	INEI, Ministerio de trabajo, ONGs	Review of personnel requirements in virtual social networks
Infraestructura	What is the road infrastructure in Arequipa?	Catastro de la región Arequipa, ministerio de transportes	Visit to some companies Bibliographic review Interview villagers if there is access to their districts
Technology	Are there networks in all the provinces of Arequipa?	Plataforma de saywite de geoperu.gob.pe	Trips to provinces Bibliographic review Question villagers in remote villages Contrast with the education report

For the study, five contents were taken into account as an example, the historical characteristics, considering that the region has very significant identity strengths concerning the other regions of Peru, however, it is necessary to emphasize the historical period that generated the greatest relevance in the formation of artifacts that generate identity. In this analysis and response to question 1, the procedures were sustained, so the elements that allow contrasting were not very dispersed.

Regarding the second question, related to the economic content, the dispersion was quite notorious, after the teaching exposition, the discrepancy is evident, so it is necessary “to take into account the perspectives of both groups, as well as their interactions, would enrich the vision of the university teaching-learning process” (Iglesias, 2020 p. 106), which generates a wide debate and different critical and somehow controversial positions, so that the contrasting procedures in all positions have verified support.

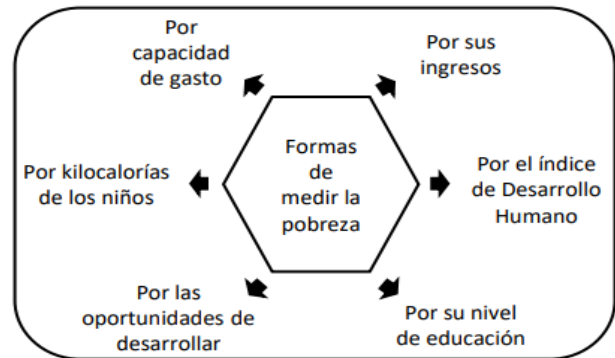


Figure 4: Proposals for poverty analysis in the national reality course.

The positions of poverty analysis are controversial, so in working sessions debates are developed among students, consolidating ideological positions that must necessarily be strengthened with bibliographical review contrasted with empirical evidence, enriching the development of the course; in the interviews after the course with alumni, the comments strengthen the methodology developed, in this case following clearly defined steps.



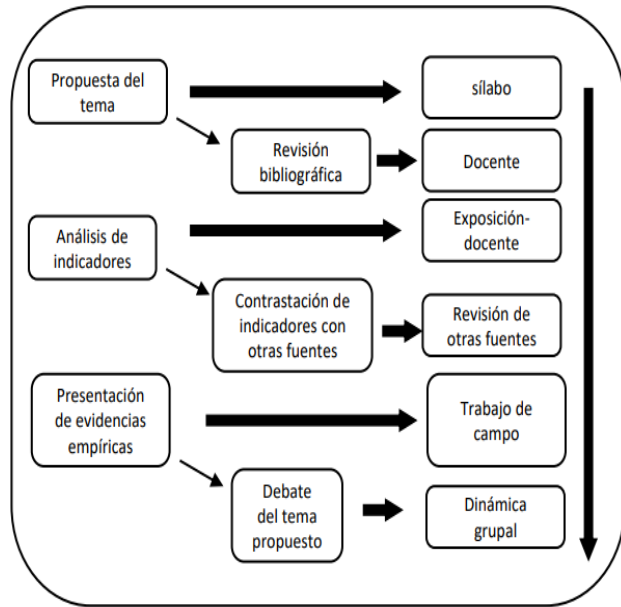


Figure 5. Dynamics of the teaching-learning process of National Reality.

The dynamics of the teaching-learning process of the National Reality course responding to the contents of economics are illustrative, the steps detailed in the scheme end up being decisive for the didactics in communication students, this statement was consulted in interviews with students and former students of the subject, with the exception that the members of the debate table omit to give a written exam since the control of knowledge is publicly perceived in the debate, where the arguments raised respond to the competencies set out in the syllabus; the consensus reached between the teacher and the students are gratifying and motivating for the subject (Jiménez, 2018).

From the social point of view, important advances are perceived, “They are focused on innovations in methods and means fundamentally and in them, the protagonism of the students is stimulated” (Sarría et al., 2021, p.555). In the different processes, with the observation that in the last years, the growth of unemployment rate has been growing steadily, due to three contingent aspects, in the first term due to the slowdown of the economy and the exacerbated political roughness, the second aspect the overwhelming immigration of Venezuelans and in third and last aspect the COVID-19 pandemic. In the same way, the critical

conscience of the student, gathers opposing positions, both concerning the slowdown of the economy and immigration. One of the aspects to take into account is also the formative research in virtual contexts, as Velandia-Mesa et al. point out “the processes of formative research in ubiquitous contexts strengthen the evaluation due to the permanent accompaniment and follow-up in these fields”, (Velandia-Mesa et al., p. 17) even more so when it comes to social analysis as is the case of national reality.

Although it was possible to generate new pedagogical strategies and the use of virtual networks as channeling elements of knowledge, this left evidence of the wide socioeconomic gap, the constraints and limitations of the students and the networks themselves have made it impossible to present empirical evidence in the argumentative debates and the presence of risky situations have been influential in the development of the procedures and skills acquired.

Conclusions

As the main premise, the study concludes by pointing out that to propose improvements in the teaching-learning process, it is essential to follow up on the evolutionary process of didactics applied for at least the last five years, otherwise a short-term diagnosis may wrongly direct a pedagogical proposal. The review of indicators of different official institutions, whether of the state or other institutions, although they are a source of consultation of the social, economic, cultural and technological reality, becomes indicators of contrast, both at the level of analysis and learning experience itself, so that recreating the training process of professionals is the sensitive element that allows bringing science closer to the daily life of professionals. The fieldwork in the analyzed subject is a visit to vulnerable sectors in the different areas of the national reality, it is the coexistence and the experimentation of its problems; which is that generates the critical perception of the real situation of society, in turn, are identified as articulating elements of the theoretical data with the contrast in the field expressed in the debate as part of the didactic process of the course of national reality.



The development of the debate requires the presentation of empirical evidence, which ends up being the basis of positions or alternative solutions to social problems, it is the argumentation of each ideological position, so it must have transparency of information and the ability to refute other positions, even if both positions have solvency in their proposals; that is why the debate open to the participation of other students who do not take the subject is attractive and its presence strengthens the argumentative capacity of the student. In turn, the contingency of COVID-19 has shown the didactic weaknesses to the extent that due to governmental and sanitary dispositions it was not possible to perceive the social problems in the field, moreover, the limitations at the network level and the socioeconomic conditions generated risks in the didactic application of the learned process.

The current conception of the university teacher training process does not fully contribute to their professional development, in the university didactic perspective, an aspect that can be reversed if an argued theoretical body is developed, which reveals and explains the fundamental characteristics of the referred process where collaboration for the university didactic management that orients teachers towards excellence and that, becomes an essential way for the knowledge of their own training needs and potentialities so that they assume a leading and proactive role in their permanent training (Díaz et al., 2019).

Finally, the reading of the critical training of the professional is evident, both in the support of their capabilities and in the control, which is corroborated in the interview, both to students and graduates who took such a subject. On the other hand, there is no major difficulty in proposing it in the virtual platform, given the pandemic conditions, the debates of the problematic leave the university environment to be located in the social networks, becoming points of motivation of the social analysis.

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