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COMMUNICATION SKILLS IN THE TRAINING OF HEALTH PROFESSIONALS

HABILIDADES COMUNICATIVAS EN LA FORMACIÓN DE PROFESIONALES DE LA SALUD

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ABSTRACT

The improvement of pedagogical practices in the training of health professionals constitutes a challenge in the Cuban university. However, methodological inconsistencies are evident for the development of professional pedagogical skills related to communication, which is why reflections are offered on the need to promote the development of communication skills in students aimed at greater integrality as health professionals.

Keywords: professional, training, skills, communication, health.

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RESUMEN

El perfeccionamiento de prácticas pedagógicas en la formación de profesionales de la salud constituye un reto en la universidad cubana. No obstante se evidencian inconsistencias metodológicas para el desarrollo de las habilidades pedagógico profesionales relacionadas con la comunicación por lo que se ofrecen reflexiones sobre la necesidad de favorecer el desarrollo de habilidades comunicativas en los estudiantes orientado a una mayor integralidad como profesionales de la salud.

Palabras clave: profesional, formación, habilidades, comunicativas, salud.



INTRODUCTION

One of the current challenges of Cuban Pedagogy is precisely its improvement in the search for more effective ways to satisfy the growing social demands. In this line, universities assume an essential role in the permanent preparation of teachers from the perspective of an educational practice that is characterized by the active participation of students in the learning process within the framework of their comprehensive training.

From this point of view, it is necessary to form a man capable of establishing relationships with others and developing in society, appreciating and valuing precisely both the environment in which he lives and the creative work of the human being. To achieve this purpose, the value of the communication process in consolidating this endeavor is indisputable, so each person must prepare to master the necessary skills in order to become a competent communicator.

Therefore, it is up to educational entities to train professionals with adequate preparation in the different subjects they receive as part of their training and, at the same time, develop intellectual capacities that allow them to interact with the rest of the people around them. Here, the development of communication skills acquires a fundamental role, which will allow them to adapt the vocabulary in the different sociodiscursive contexts in which they find themselves.

Thus, universities as training centers for professionals acquire a social responsibility that cannot be delegated. Therefore, it is up to higher education not only to form solid skills for the world of today and tomorrow, but also to contribute to the formation of citizens endowed with ethical principles, committed to building peace, defending human rights and the values of democracy. (Ruiz-Bejarano, 2018)

DEVELOPMENT

Language is the essential means of communication between men. Through it we can know, think and talk about the reality that surrounds us and, in addition, apprehend and transmit culture. However, language, being as old as human society, still today focuses the attention of researchers and institutions, since it constitutes a phenomenon without which any socialization would be unthinkable, however elementary it may be.

In this line of analysis, the position of Aranao (2015) stands out, who proposes that in higher education it is essential to strengthen communicative competence, using didactic innovations and fundamentally the characteristic discourse of university culture. Likewise, Tejera et al (2012) affirm that the development of communication skills is essential for professional practice.

Although there are different approaches and positions, many authors recognize that during university studies it is the final stage of student development. It is therefore the last educational stage where you can influence the communication skills of students. At this point it is important that educational centers take charge of determining the communication deficiencies that their students may have. On the other hand, unlike what happens at the secondary level, here students tend to have a greater interest in developing their communication skills.

Due to the characteristics of health personnel, and especially due to their interactive social role, the development of communication skills is an essential requirement to guarantee efficiency in health services. That is why the development difficulties in this sense point to the need to take into account the developing conception of education that is currently promoted when addressing the university training processes of medical sciences.



There is a coincidence that if the biosocial and human nature of Cuban medicine is taken into account, communication, and specifically the development of communication skills, is essentially important to guarantee efficiency in health services. However, these are declared in the professional training model of the Cuban Medical University, whose broad profile covers basic contents and mastery of essential skills and competencies that are expressed in successful professional performance. In this way, the professional training model of the Cuban Medical University contemplates communication skills as an essentially valuable requirement to solve professional problems that arise in various communication situations.

The definition of communication skills leads us to think that they are all those that allow us to maintain good communication with other people, so it must be effective and precise. However, communicating goes beyond structuring or issuing a message, since conscious and unconscious factors intervene during this process that directly influence the understanding of what we transmit and the reaction of those who receive the message. Valenzuela, (2020), defines communication skills as the ability of the receiver to understand the message they receive from the sender. These skills imply that the individual must master four skills to have effective communication and they are: speaking, listening, reading and writing.

Authors such as Jadán, (2019), assume communication skills as "theoretical postulates that argue, structure and contribute to the understanding of the object in its abstraction, while establishing previous conditions that favor it". Thus, communication skills, also called communication skills, are the abilities that promote effective communication, and can be developed throughout life. Therefore, communication skills represent a set of capacities that the individual possesses and can develop throughout his life

with the aim of being able to communicate more efficiently, and enhance his social relationships.

According to Peiró's (2021) criteria, the most outstanding communication skills or competencies are empathy, active listening, non-verbal language, verbal language, resolving conflicts and persuasion. However, communication skills are also defined as groups of verbal and non-verbal resources through which specific communication objectives are achieved. The basic skills that must be mastered in order to communicate successfully are: speaking, listening, writing and reading (MINEDU, 2001)

Pinazo (2020), refers to one of the fundamental elements in the communication process, the receiver, which in the case of the teaching-learning process in universities is made up of both the teacher and the student through feedback, considering that it is a bilateral process. In order to exchange the roles of receiver and sender, the student must develop the communication skills that have been discussed in the course of the investigation.

From this analysis, it should be noted that the teacher must take into account the role that the activity plays within the process of training and development of student skills, which requires that he must adequately structure the activities he organizes for his students, on the basis of the general psycho-pedagogical conditions and the specific characteristics of their subject. From this approach, Almerich, (2020) analyzes the skills that the university student must possess as transversal, transferable or general skills, based on the foundations of several systematized authors.

Taking this position into consideration, the process of training skills is part of the exercise of the profession; These are determined based on the student who assimilates them. Likewise, it affects the modes of action of the activities that are related to their future work, based on

the knowledge acquired in the career. Curbeira (2019), states that skills can be classified, taking into account the actions that the student performs when interacting with the object of study in: specific, logical, and information processing and communication skills.

On the other hand, Rojas & González, (2018), focus on communication skills taking into account the link between communication and education; refers that communication is a process of exchanging information through signs through which experiences, knowledge and experiences are shared, achieving mutual influence. This definition points to the need for greater orientation, organization and direction of the teaching-learning process, where the role of the subject in the educational context is considered.

A look from a more comprehensive approach leads us to the conclusion that communication skills are developed through the academic-work relationship, since the student puts into practice the knowledge received in the educational environment. For this reason, it is considered extremely important to develop actions aimed at establishing a closer link between the aforementioned components so that students can have a higher intellectual development.

CONCLUSIONS

The social demands of today's world lead to the need to train health professionals with a broad domain and development of communication skills.

Cuban universities as training centers assume an important challenge in the training of a professional with communication skills, since new strategies must be directed towards that purpose.

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