

Current Situation of Teachers to form Values in Professional Technical Nursing Training

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Abstract

Introduction: within the framework of relations with technical scientific development, teacher training is to form values in students, based on the identification of problems and the search for solutions that must be solved where work constitutes the core for the formation of multiple qualities of the individual. **Objective:** to characterize the process of training in values of teachers in the professional technical training of nursing in the Teaching Clinical Surgical Hospital "Joaquín Albarrán Domínguez" of Havana in the period 2019-2020. **Methods:** descriptive study, between December 2019 and December 2020. Theoretical and empirical methods such as historical-logical, systemic-structural, documentary review, survey and interview, respectively, were used. In addition, descriptive and inferential statistical methods, in a universe of teachers of the Teaching Surgical Clinical Hospital "Joaquín Albarrán Domínguez" of Havana. The sample consisted of 18 teachers, once the inclusion criteria were applied. The variable studied was the training in values of teachers for professional technical nursing training. **Results:** the need for specific training for teachers for training in values in technical professional nursing training was verified, based on the introduction in their practice of strategies such as professional guidance, group learning and the use of participatory methods to transform this reality. **Conclusions:** the process of formation in values of teachers for professional technical nursing training, which all teachers must keep in mind before their own work, the inescapable need to form values, it is necessary to create new methods of thinking and a new scale of shared values on which to build their own life through essentialities of theoretical and practical knowledge and consequently efficient performance in professional activity.

Keywords: Teachers; Enfermería; Social aspects; Vocational training; Havana.

Introduction

Social values must be a necessary reflection of personal values, which in turn are conditioned by the values of the environment, in their historical evolution. The alternative to break with a deficient feedback of social values must be based on the education of those same values.

The achievements of Public Health in Cuba and the formation of its human capital, find within the framework of its relations with scientific and technical development, a succession of results in the training of specialists that strengthens the University-Society connection, based on the identification of problems and the search for technological solutions that must be solved [1].

Values are positive characteristics of great importance that help us to be better individually and socially, however there is a need to reflect on the education in values of students in the context of their professional training, so values such as responsibility, solidarity, love of the profession and the country, human sensitivity, Honesty, industriousness, justice, are ideal representations in the social and individual conscience about the positive significance of the different elements, as well as the relationships and attitudes of these students in close relationship with the environment, where society and the university are included as part of it, but it must always be taken into account that all are interlinked.

Education in values as part of a broader process, that of personality education, in which essential stages are involved in the development of the human being such as childhood, adolescence and youth - fundamentally requires wisdom and sensitivity, intelligence and feeling, when conceiving, projecting and executing it. That is why it requires the education professional to prepare in various knowledge, from a scientific, inter and transdisciplinary perspective, but, above all, humanistic [2].

The first challenge is that of integral education, it proposes to assume this basic challenge and others, structuring education in four fundamental dimensions: learning to know; learning to learn: acquiring the instruments of understanding; learning to do to influence one's environment; learn to live together (live together) to participate and cooperate with others in all human activities; Learning to be: total learning body and mind, intelligence, sensitivity, aesthetic sense, individual responsibility, spirituality, critical judgment, autonomy in decision making [1].

Higher education institutions need to strengthen training and values, as a responsibility inherent to the formative nature. This task does not imply forming a new curriculum, but sizing its formative proposal towards the reevaluation of the human being and the society that integrates it [3].

Higher institutions must go beyond training professionals, to form committed, active, humanistic citizens, open to the debate of ideas, based on values oriented to the common good, to form citizens who participate actively in society and are open to the world, inculcate in young people the values on which citizenship rests, in order to promote debate on strategic options and the strengthening of humanistic approaches [4].

To solve this problem, this study was carried out with the aim of characterizing the current situation of the training in values of teachers in the professional technical training of nursing in the Teaching Clinical Surgical Hospital "Joaquín Albarrán Domínguez" of Havana in the period 2019-2020.

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A descriptive cross-sectional study was developed between December 2019 and December 2020 at the "Joaquín Albarrán Domínguez" Teaching Surgical Clinical Hospital in Havana. Theoretical, empirical and statistical methods were used in a sample of 18 teachers who teach vocational technical training. The inclusion criteria (be a teacher and teach the professional technical nursing training of the Teaching Surgical Clinical Hospital "Joaquín Albarrán Domínguez").

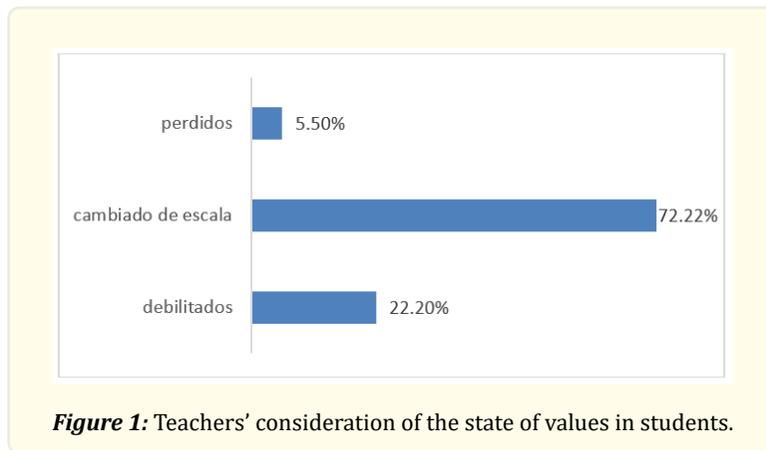
A survey was applied to the 18 teachers who represented 100% of the sample, with the aim of evaluating the state of values in students, assessing the influence of Education at Work for the formation in values of students, assessing whether the faculty to which it belongs presents the psychopedagogical training necessary to form values in students.

1. Level of knowledge about the value system that should characterize nursing technicians.
2. Level of knowledge about humanism in nursing.
3. Mastery of knowledge about the value of work to form values.
4. Degree of human behavior in the activities of Education at Work with the patient and / or relatives.
5. Level of performance in the activities of Education at Work.
6. Level of human development that is achieved with the work team.

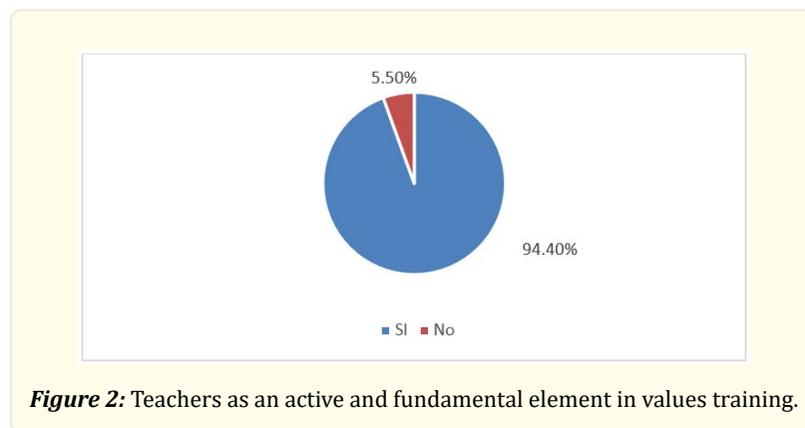
7. Degree of incidence of alternatives in human improvement and methodologically triangulated, led to the characterization of the current state of the process of formation in values of teachers in the professional technical training of nursing in the Clinical Surgical Teaching Hospital “Joaquín Albarrán Domínguez” of Havana. The principles of medical ethics and the aspects established in the Declaration of Helsinki were complied with.

Results

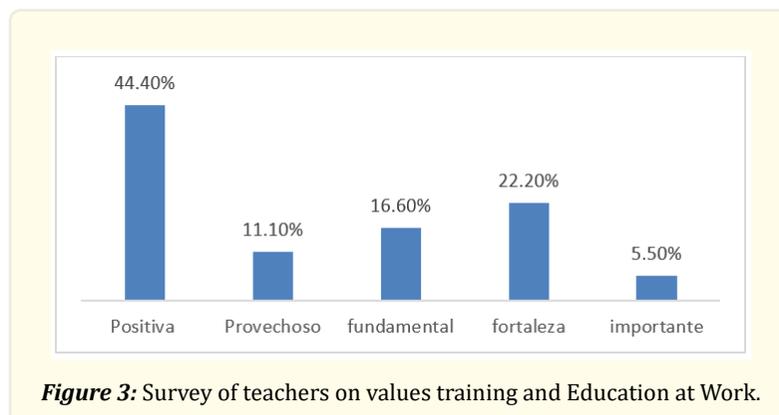
The results of the survey applied to teachers were analyzed; of 18 teachers for 100% on the state of values in students, four for 22.2% state that they are weakened, 13 for 72.2% that they have changed their scale and one for 5.5% who are lost. (Figure 1).



With respect to Figure 2 we can see that 17 teachers for 94.4% answered yes and one answered no for 5.5%; with respect to whether it is considered an active and fundamental element in the process of formation in values of students.



With regard to question 3, how you value the influence of Education at Work for the formation of student values, eight thought it is positive for 44.4%, two beneficial for 11.1%, three fundamental for 16.6%, four define it as a strength for 22.2% and one important for 5.5%. (Figure 3).



Discussion

Modern society privileges the subject as an individual capable of achieving his greatest development as a person, and an increasing war prevails to excel individually. However, it has been forgotten that this human being cannot achieve it alone, which reconfigures interpersonal and social relationships, which is why barriers are established to build in society [3].

The values in the medical profession guide the sense and orientation of acting in medicine and regulate the doctor-patient relationship; promoting the fulfillment of the humanistic and scientific sense of medicine, which consists of preserving life and health, fighting for human well-being and improving life.

Sometimes there are factors or conditions that affect, in some way, the educational processes of values in university students; It is therefore essential to place at the centre of the objective the role of the university professor as protagonist, transformer, cultivator and main responsible; Undoubtedly, an issue that holds all those who work in this effort responsible, which urges the adequate scientific training and improvement of professionals, as well as the use of adequate tools in order to provide an education of values progressively [5, 6].

Peiró et al. in the year 2012 raised [7] that ... The look at the teacher as the protagonist, it is necessary an initial and permanent training that allows him to develop the pedagogical competences to face the new challenges that education poses. This generates in us some questions: do teachers carry out activities of education in values?, what purposes do they pursue?, what strategies do they use to achieve these purposes?, is there congruence between these elements [7].

Vidal et al. in 2014 [8] expressed the need to deepen and strengthen education in values by all factors of society, it is an important task today more than ever around the world. It depends on it to save the most precious thing that has existed on our planet: the human being [8].

In addition, in 2014 Milián et al. [9] stated that education in values in vocational training is the process of humanizing and intentional the social aspects of the profession. It means developing the integral professional personality, through the modeling of the professional practice in the teaching process and throughout university life for the development of future professional modes of action [9].

Llaca-Soto in the year 2020 [10] considers that ethical values, are essential qualities of the personal and institutional behavior of human beings in the educational field, imply an imperative dimension recognized in educational projects, models, curricula, codes, normative documents and since the last decades in the so-called training competences of undergraduate and postgraduate professionals [10].

Haruna in his research in the year 2021 [11] asserted that motivation is an important element that affects the performance capacity of students, so teachers must work to discover the values and attitudes that affect the motivation of their students so that the necessary actions can be taken to ensure that students have a successful and enjoyable learning experience [11].

The formation of values is as important as the content taught in each of the subjects, it is, therefore, that the system of knowledge and skills have implicit the values that are required to be formed.

The formation in values must continue to be the center of the educational concern of the country because the circumstances that created it have not ceased, but have only changed in form and, in accordance with the new demands in the formation of man, the educational act is in itself eminently creator and trainer of values, of knowledge, of habits, abilities, abilities and positive moral qualities of personality.

At present the work of the teacher is very important, because in him the students are reflected and taken as models.

Conclusions

From the research carried out, differences of opinions of teachers regarding the formation in values of students were found. This is why teachers must be properly trained to act in front of students.

Although it is considered that the values have been lost, the person responsible for making the change is oneself.

Teachers should analyze what weaknesses they have and work on them.

Conflict of Interest

Dámasa Irene López Santa Cruz: participated in the conceptualization, research, project management, supervision, visualization, writing - original draft, writing - revision and editing.

Teresa Cuní Rivera: participated in the conceptualization, research, visualization, writing - original draft, writing - revision and editing.

Terea Cuní Rivera and Dámasa Irene López Santa Cruz: participated in the conceptualization, research, writing - original draft. The two authors approved the final version of the manuscript.

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