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LEO PROPOSAL: STRATEGY TO PROMOTE SKILLS AND MEANINGFUL LEARNING IN UNIVERSITIES

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Abstract: The LEO proposal encompasses three essential competencies that are expected of every professional: reading competency, which constitutes the basis for the construction of meaningful learning and demands a deep connection between the reader and the text; writing competence, which, closely linked to reading, involves a complex cognitive process and finds its optimal development context in the educational environment; and competence in oral expression, which becomes a third essential element when the student masters reading and writing, allowing him to dialogue and present his knowledge effectively, supported by logical, coherent and precise arguments. All these interactions through dialogue are invariably mediated by the oral word, and at their root lies a preparation process that originates with the reading, interpretation and criticism of the texts, and culminates in the ability to translate analysis and synthesis. in written words.

Keywords: proposal, skills, reading, writing, oral expression

INTRODUCTION

The construction of learning has acquired increasing importance due to its objective of training increasingly competitive, autonomous and creative students, capable of facing the demands of a globalized and highly competitive world. At all educational levels, various models, strategies and methodologies have been implemented to address this challenge. It is notable that reading comprehension is a common weakness in many students, especially at the higher level. It is assumed that students are competent in the use of language, understanding what they read and being able to express themselves and summarize what they have read, for example.

DEVELOPMENT

THE IMPORTANCE OF READING IN LEARNING

Reading stands as a fundamental tool to achieve meaningful learning. It is imperative that a deep connection be established between the reader and the text. The reader, by resorting to his/her prior knowledge, understanding of the topic and textual content, processes the information provided by the text and constructs his/her own mental representation (Serrano, 2000).

The text itself presents an internal structure, an inherent logic and offers relevant information to the reader; In short, the text is understandable. Consequently, the structure of the text, its vocabulary, genre and style play a crucial role in the success or difficulties that readers may encounter when reading and trying to learn (Serrano, 2000).

WRITING AS A PROMOTER IN THE CONSTRUCTION OF MEANINGS

Writing is presented as a fundamental process for the construction of meanings, involving complex cognitive work. When writing, a series of interconnected operations are carried out that converge in the formation of the text. In both writing and verbal expression, linguistic and discursive structures are modulated so that relevant information can be distinguished from that which is not. In addition, it is organized in a chronological and understandable way, using the appropriate words, establishing connections between sentences, using linguistic markers to guarantee the cohesion of the statements and giving shape to the paragraphs. This also involves attending to text properties, such as rules of adequacy, coherence, cohesion, and style. In summary, writing demands the use of strategies to gradually build knowledge (Serrano, 2000).

As the writing process progresses, thinking is enriched with new ideas that are related, structured and expressed through written language. Throughout this process, “insights” or revelations emerge, explanations are found, and connections between events and elements are discovered (Serrano, 2000).

ORAL EXPRESSION AS DISSEMINATION OF KNOWLEDGE

Exposition and verbal exchange are highly effective strategies to disseminate knowledge and encourage the circulation of ideas in the educational environment. Academic dialogue, debate and argumentation always find their means of expression in oral language; This precedes and accompanies the entire process of preparation, interpretation and criticism of written texts.

We must not overlook that training in oratorical skills was one of the foundations of the university curriculum, from the Middle Ages to the 19th century, when rhetoric disappeared forever” (Peña, 2008).

LEO: COMPETENCE DEVELOPMENT

The LEO proposal aims to support the implementation of Reading, Writing and Oral Expression (LEO) based on the Vygostkian perspective known as the “Zone of Proximal Development”, which is considered the limit of possibilities for the development of comprehension skills. reading, writing and oral expression, within the framework of the theory of learning styles. All of this is achieved through the institutionalization of a teaching methodology that, as a result, strengthens the academic skills of students.

In line with the purpose of higher education in Mexico to raise the quality and improve the academic performance of students, providing them with the means to access greater well-being and contribute to national development (Undersecretariat of Higher Education, 2012),

as well as to offer A comprehensive education that balances training in civic values, the development of skills and the acquisition of knowledge through regular activities in the classroom, teaching practice and the institutional environment, a great challenge is posed for teachers: to provide essential tools to that students develop their full potential.

In the book ‘Skills to learn’ (Sánchez, 2010), in line with these objectives, a series of resources are proposed to guide practice, allowing university students, under the guidance of their teachers, to improve their academic performance through application of learning strategies that they may know previously, but that over time they have forgotten or applied superficially, thus avoiding deeper and more significant learning.

Therefore, reading becomes a fundamental element for the acquisition of knowledge, acquiring greater relevance when tools are used that facilitate the understanding of what has been read, stimulating the student’s desire to continue exploring and seeking information that goes deeper into the topic.

It is important to highlight that reading skills allow a better understanding and mastery of the information required for the study of a subject according to its nature. Finally, understanding depends on two fundamental factors: the amount of information contained in a message and the level of knowledge and skills (Arrieta and Meza, 2012). Likewise, writing, a skill of great value, allows the student to express his own and others’ ideas under various modalities, such as summaries, reviews, synoptic tables, essays, concept maps, schemes, mental maps, among others, and through these modalities, What is read and understood becomes visible, reinforcing the learning acquired.

Public speaking often becomes a challenge and an opportunity for students, as it requires confidence in presenting on stage, mastering

vocal qualities to express ideas clearly, and mastering technology to ensure successful performance. before a specific audience, whether classmates or teachers; Therefore, oral expression becomes an essential skill that, during university education and in professional life, becomes a highly coveted competitive advantage, but only available to those who use it effectively.

CONCLUSIONS

Developing learning skills involves exercising the mind through practical tools, such as reading comprehension, writing and speaking. These skills are framed in the Vygostkian perspective known as the “Zone of Proximal Development², which establishes a limit of learning possibilities, which under the guidance of the teacher and interaction with classmates, this learning frontier leads the student to look for alternatives of solution, combining theory with practice.

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The development of learning skills takes into account learning styles as a central element for this process to be significant and lasting in the life of the student and future professional; This contributes to the formation of critical judgments, allowing the student to structure a lifestyle that enables them to function in various contexts and face the changing challenges of a globalized world. In other words, it involves learning to learn, learning to do, learning to be and learning to live together, which shapes the knowledge society.

In this context, the LEO proposal is presented: an initiative aimed at promoting skills and meaningful learning; This proposal is proposed as an alternative to continually improve teaching practice and develop skills in students, being compatible with any institutionalized teaching approach, whether public or private.