

COMMUNICATIVE SKILLS AND THE TEACHING PRACTICE OF THE
TEACHING CAREER AT THE UNIVERSITY OF MAGALLANES

*HABILIDADES COMUNICATIVAS E PRÁTICA PEDAGÓGICA EM ESTUDANTES
DA CARREIRA PEDAGÓGICA DA UNIVERSIDADE DE MAGALLANES*

*HABILIDADES COMUNICATIVAS Y LA PRÁCTICA PEDAGÓGICA EN
ESTUDIANTES DE LA CARRERA DE PEDAGOGÍA DE LA UNIVERSIDAD DE
MAGALLANES*



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ABSTRACT: The current investigation aimed to determine the communication skills and the pedagogical practice of students of the pedagogy career at the University of Magallanes, Chile. Likewise, it was circumscribed under the gaze of the quantitative approach in the basic typology with a non-experimental design, with a population of 75 students of the pedagogy career studying the pedagogical practice subject and with the management of an unintentional probabilistic sample for a total of 75 subjects. For the collection of information, the survey and a questionnaire with a Likert scale were used. It was validated by the opinion of specialists knowledgeable about the subject in communication skills and pedagogical practice and for reliability through Cronbach's Alpha. The study showed that students consider that teachers expand critical thinking, which is why they inquire that the student learn what is taught and can put it into practice as well as the coexistence of a collaborative work based on the activities that must be developed in the subject of pedagogical practice.

KEYWORDS: Communicative skills. Pedagogical Practice.

RESUMO: A presente investigação teve como objetivo determinar as habilidades de comunicação e a prática pedagógica em estudantes da carreira de pedagogia da Universidade de Magallanes, Chile. Igualmente, circunscreveu-se sob o olhar da abordagem quantitativa na tipologia básica com delineamento não experimental, com uma população de 75 estudantes da carreira de pedagogia cursando a disciplina de prática pedagógica e com a gestão de uma amostra probabilística não intencional para um total de 75 assuntos. Para a coleta de informações, foram utilizados o questionário e um questionário com escala Likert. Foi validado pela opinião de especialistas conhecedores do assunto em habilidades de comunicação e prática pedagógica e pela confiabilidade por meio do Alfa de Cronbach. O estudo mostrou que os alunos consideram que os professores ampliam o pensamento crítico, por isso indagam que o aluno aprenda o que é ensinado e possa colocar em prática. Bem como a coexistência de um trabalho colaborativo baseado nas atividades que têm de ser desenvolvidas na disciplina de prática pedagógica.

PALAVRAS-CHAVE: Habilidades comunicativas. Prática pedagógica.

RESUMEN: La actual indagación tuvo como objetivo determinar las habilidades comunicativas y las prácticas pedagógicas en estudiantes de la carrera de pedagogía de la Universidad de Magallanes, Chile. Igualmente, se circunscribió bajo la mirada del enfoque cuantitativo en la tipología básico con un diseño no experimental, con una población de 75 educandos de la carrera de pedagogía cursantes de la asignatura práctica pedagógica y con el manejo de una muestra probabilística no intencional para un total de 75 sujetos. Para la recolección de la información se utilizó la encuesta y un cuestionario con escala Likert. El mismo fue validado por la opinión de especialistas conocedores de la temática en habilidades comunicativas y práctica pedagógica y para la fiabilidad mediante por el Alpha de Cronbach. El estudio demostró que: los estudiantes consideran que los profesores amplían el pensamiento crítico en que el educando que aprenda, razón por la cual indaga en que el educando pueda adquirir las competencias esperadas y junto con ello llevar a la praxis lo que se le enseña y pueda llevarlo a la praxis, así como la coexistencia de un trabajo colaborativo en función a las actividades que se tienen que desarrollar en la asignatura de la práctica pedagógica.

PALABRAS CLAVE: Habilidades comunicativas. Práctica Pedagógica.

Introduction

Education symbolizes the essential pillar of society, as excellent education represents the heritage of a nation and the consolidation of effective subjects toward globalized progress. Therefore, universities must have adequate teachers, competent to provoke praxis and skills with students, to deepen the values and capabilities that can be implemented throughout their lives.

In this sense, higher education, as an organization of professional instruction, cannot be isolated from transformations or technologies, as proposed by Calderón and Loja (2018), it is necessary to advance between training and society, create that the university does not restrict regression, but be an entity of understanding and transformations towards a desired standard, integrating pedagogical perfection and responses to the productive demands of a nation.

However, Barrio and Barrio (2018) reflected that an analysis must be carried out that allows us to look at the correspondence of the communicative skills of pedagogy students when integrated into the teacher's praxis and what would be the principles that students face in the face of the current challenges that develop beyond professional scenarios, such as prosperity, reciprocal collaboration, progress of organizations, well-being, and, especially the insights achieved such as innovative technologies and pedagogies, transformations in the curricular aspect that is provided by government bodies.

In contrast, Guillén (2020) states that communicative skills “are related to knowledge, information mechanisms, and ICTs” (p. 1, our translation). In other words, communicative skills are immersed in different messages delivered through exuberant digital mechanisms, where it is important to examine the quality of the formation of words and images through current technologies. Today, communication and cooperation skills are essential for social interconnection between students.

In order and direction, pedagogical practice, according to Ripoll-Rivaldo (2021) “represents a general element that has a noticeable impact on each teacher's original instruction and to estimate the current circumstances of such a significant component” (p. 18, our translation). This means that pedagogical praxis is a fundamental aspect of the initial training of students. At the same time, Saldaña and González (2022) indicated that pedagogical practice is an active, transformative, and complex instrument that is used as a method of knowledge, coherent with the sociocultural context in which the student develops, or in terms of connections with their peers, subjects, and other aspects inherent to your profession.

In this way, pedagogical practice symbolizes an active and changeable mechanism that is used as a knowledge technique to develop an interconnection between the social environment, dogmas, and principles that the student develops during their training. Added to this are other important characteristics such as pedagogical training, communication, and understanding that make up your comprehensive training.

In this aspect, in Chilean universities, where many of them offer a career in pedagogy in which the relevance of tactics in the formation of praxis and training areas is examined so that students are essential protagonists in the path of their instruction. In recent decades, the higher education level has gained relevance for the training of students in pedagogy, giving appreciation and motivation to the teachers who teach them (SALDAÑA; GONZÁLEZ, 2022).

For this reason, the University of Magallanes, located in the region of Magallanes and Chilean Antarctica, in the city of Punta Arenas, offers pedagogical careers, where in its curricular structure there is the pedagogical practice of the discipline, which aims to place students in an educational establishment to carry out the practice corresponding to the career. Furthermore, actions are sought that are coherent with the experiences in these contexts and that agree to obtain the necessary methods and theoretical-practical knowledge that will allow them to put them into practice when they obtain their professional training.

However, in non-formal interviews carried out with some students from the May-2022 cohort of the pedagogy career, they expressed the lack of actions, on the part of teachers, to enhance communication, generating limitations that affect the sharing of knowledge, knowledge, and previous experiences they have of the practical pedagogical discipline, just as inferior cognitive procedures are disadvantaged, constituting obstacles in the acquisition of more effective learning.

Therefore, teachers must promote the development of intellectual skills that enable interaction with other colleagues where communication skills are essential since a more appropriate vocabulary is promoted in any context in which the profession will be exercised. Furthermore, it fosters human relationships with professors and other members of the university. This situation motivated a study that aimed to determine the communicative skills and pedagogical practice of pedagogy students at the University of Magallanes, Chile.

Communication Skills

Skills represent the talent that students have to dialogue in the context in which they are immersed. Students are responsible for challenging their training, from the perspective of pedagogical praxis, of how to interact with others, with teachers, in the internal and external context. This leads to understanding the unspoken theories that link students to their progress and how this will lead to real-world scenarios (HERNÁNDEZ-JORGE; ROSA-CUBERO, 2018).

In this sense, communicative skills, according to Terrazas-Medina, “are defined as groups of verbal and nonverbal resources through which specific communicative objectives are achieved” (p. 3, our translation). This is the central point where communication plays a preponderant role in the training of students, as it generates interactions of thoughts, and knowledge for private practice and in society for a unique, cooperative, and participatory space.

Rojas and González (2018) considered the practice of communicative skills based on appropriate action, due to the obligation to accommodate, constitute, and manage the training course so that the dynamic and committed activity of students who acquire learning in each circumstance is privileged in educational environments. It also promotes a relationship of information through symbols, to participate in experiences, dissertations, and understandings to achieve goals programmed by the students.

In this order of ideas, communication skills are surrounded by components: critical thinking, creativity, decision-making, and reflective thinking. The critical thinking component presupposes the ability to examine a conflicting situation, a problem, or disposition, conform to the permitted information, accordingly, arrive at a procedure or assumptions that demonstrate the proposal (BEZANILLA *et al.*, 2018). It also stimulates skills and appreciation of interactive notions in the reconstruction of appropriate knowledge in which the learner appropriates knowledge and contributes to the social context.

The creativity component, Manchego (2019) alludes to the events that can be shown at a specific moment and the person can delve into the adversities of their daily practice. In other words, it is a procedure where conflicts can be displayed and proactive utility can be achieved, they are intellectual reactions in which representations and perspectives are created and then produce or create ideas consistent with current hypotheses, judgments, or standards of ingenuity.

At the same time, the decision-making component is centered on the choice of different motivations in the ability to improve workers' work in a given organization (MARTÍNEZ; SOLIS; VALDÉS, 2021). These decisions correspond to achieving goals to improve performance in your work environment. It also favors the provocation of interpersonal relationships, unity, relevance with the group to which they belong, team harmony, and effectiveness in communication.

In Sabariego's (2018) view, the reflective thinking component, which is made up of skills such as mind procedures, self-control, the examine-schematize relationship, and evaluation, leads to reflective motivation, increasing the talent for observing, deepening horizons, and contributing to dynamic-transforming agents. It is based on a systematic certification of the action that is carried out and methodically assists thinking based on the intention that the subject or student has (ACOSTA; ACOSTA, 2019).

Pedagogical practice

Pedagogical practice symbolizes the grouping of activities that occur in the classroom; being conducted by teachers and involves the way of dialoguing, allowing, and proceeding, and even intervening in the students' education. From this perspective, practice is regulated by benefits, motivation, and specific environments guided by the institution and teachers.

In the approaches of Saldaña and González (2021), pedagogical practice "is centered on the student, considered the main actor in the educational system, so that higher education institutions must manage spaces, organizations, and campuses for their development" (p. 314, our translation). The authors reflect that the practices are student-centered and are a fundamental contribution to the student's insertion in their professional field, obtaining empowerment between training and work practice.

Thus, Barberi and Pantoja (2020) consider pedagogical practice to be an area for the improvement of the learner and the conformity of the use of theory in reality. Likewise, the expectation is that it should be used at every moment and interconnected spaces to implement skills and competencies, becoming a trained professional, guided by a teacher for comprehensive training.

Therefore, the practice is not only focused on the development of compendiums, definitions, implementation of methods, or interrelationship with individuals, on the contrary,

it involves the benefit of values that instruct a trained student, with ethics, values, focused on social transformations, certification, and innovation. It also focuses on fulfilling the student's duties and commitments, to achieve safe execution of effective practices (GUARNIZO, 2018).

In this sense, the pedagogical practice emphasizes the following components: delegation of responsibilities, didactic, socialization, and technological strategies. Thus, the delegating responsibilities component, reviewed by Romero (2018), symbolizes the process of defining a participant to be the representative in the implementation of actions in a free manner and the indispensable command, always preserving the final commitment to achieve the ends, as well as the transfer of tasks, occupations, power, and authority exercised by people who occupy a high-level position in a given institution (DÍAZ, 2019).

The teaching strategies component, according to Montes, Villalobos, and Ruiz (2020), is understood as the grouping of intentional activities that favor the progress of training, where they are formulated in techniques, methods, and creative processes that provide instruction and education to students, which leads to effective, reflective, and collaborative learning. The socializing component is centered on the fact that the teacher promotes the main role of interaction and facilitator of pedagogical practice in a pleasurable, meaningful, and relevant way for the student, since this will depend on their significant learning and, therefore, on the ability they can contribute to other spheres (MÁRQUEZ *et al.*, 2018).

The technological component concerns devices and equipment through which information from different sources can be processed, accumulated, ordered, and disseminated; establishing itself as an apparatus of invention that particularizes today's society and rapidly influences student learning and knowledge acquisition. Likewise, technology has an impact on university students, as it provides an accumulation of effective resources where content from different branches can be managed collaboratively, deepening dialogicity and knowledge.

Methodology

According to Huamán, Treviños, and Medina (2022), current research focused on the quantitative approach corresponds to the depth with which a phenomenon or object is examined to study, interpret, and analyze it. At the same time, the basic study was managed, since the discernment and understanding of the essential notions of what is being examined are developed to reveal the notions and theories that support the study (SÁNCHEZ, 2021). Also, a non-

experimental-correlational design was used, as there was no manipulation of the variable and no correlation between the variables (HERNÁNDEZ-SAMPIERI; MENDOZA, 2018).

Likewise, the population comprised 75 students from the pedagogical practice discipline at the University of Magallanes, and, as a sample, intentional probabilistic sampling was applied, as statistical formulas were not used for its calculation, but rather the intention of the student himself. researcher (OTZEN; MANTEROLA, 2019). Thus, research was used as a data collection technique and as a questionnaire with Likert-type items: Totally agree (5), Agree (4), Neither agree nor disagree (3), Disagree (2), and Very much in Disagreement (1), being used to examine the variable communicative skills and pedagogical practice. At the same time, the questionnaire was validated through an expert review of content and methodology and a reliability of 0.93, with reliability considered quite high (ORELLANA, 2018).

Subsequently, once the questionnaire was applied and the appropriate information was obtained, tabulation was conducted in the Excel program, based on the responses expressed by the subjects involved in the study and the use of the Statistical Package for Social Sciences (SPSS) program (HERNÁNDEZ-SAMPIERI; MENDOZA, 2018), provided the accuracy of data analysis from the applied instrument. Likewise, descriptive statistics were used, which involved the combination of numerical and graphic techniques that facilitated the understanding of the data through its interpretation and clear analysis to be visualized by any entity or scholar wishing to know the results achieved.

Results

The pattern of results for the present research carried out with students of pedagogical careers at the University of Magallanes, was conducted through the statistical and descriptive weighting of the study carried out according to communicative skills and pedagogical practice with the interpretation of its components involved. It is important to highlight that the results were presented using tables and their respective recognition. Thus, emphasis was placed on improving the communicative skills obtained by higher-level learners, using a Likert scale: Strongly agree (SA, 5), Agree (A, 4), Neither agree nor disagree (NAND, 3), In Disagreement (ID, 2) and Very in Disagreement (VID, 1). Therefore, the answers provided by the students were represented descriptively, showing the information obtained from the questionnaire applied and the analysis of each of the items formulated.

Table 1 – Communicative skills vary in their indicators of critical thinking, creativity, decision-making, and reflective thinking

Items	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	In Disagreement (2)	Very in Disagreement (1)
1	36%	64%	0%	0%	0%
2	64%	36%	0%	0%	0%
Average	50%	50%	0%	0	0
3	57%	43%	0%	0%	0%
4	63%	37%	0%	0%	0%
Average	60%	40%	0%	0%	0%
5	47%	26%	26%	0%	0%
6	40%	33%	26%	0%	0%
Average	44%	30%	26%	0%	0%
7	69%	31%	0%	0%	0%
8	69%	31%	0%	0%	0%
Average	69%	31%	0%	0%	0%

Source: Authors' creation

Table 1 shows that 50% of the answers given by students are very much in agreement and 50% agree that critical thinking is encouraged by teachers. Likewise, 60% strongly agree and 40% agree that creativity should be improved in the training process. 44% are very much in agreement and 30% agree that decision-making in the classroom is considered. Meanwhile, 69% responded that they strongly agree and 31% agree that reflective thinking is promoted among students.

The students surveyed believe that teachers expand critical thinking, which is why they insist that the student learns what is taught and can put it into practice. Zambrano (2019) reported that creativity has existed for a long time in life, representing a skill in individuals and, therefore, is related to their nature, promoting behavior and intellectual empowerment. It investigates the creation and pedagogical training according to what was assimilated to obtain a specific profile in instruction.

Table 2 – Pedagogical practice varies according to its indicators, delegating responsibilities, teaching, socializing, and technological strategies

Items	Strongly agree (5)	Agree (4)	Neither agree nor disagree (3)	In Disagreement (2)	Very in Disagreement (1)
9	39%	61%	0%	0%	0%
10	45%	55%	0%	0%	0%
Average	42%	58%	0%	0	0
11	43%	57%	0%	0%	0%
12	45%	55%	0%	0%	0%
Average	44%	56%	0%	0%	0%
13	37%	63%	0%	0%	0%
14	47%	53%	0%	0%	0%
Average	42%	58%	0%	0%	0%
15	64%	36%	0%	0%	0%
16	57%	43%	0%	0%	0%
Average	60%	40%	0%	0%	0%

Source: Authors' creation

Table 2 shows that 58% of student responses agree and 42% strongly agree with the delegation of responsibilities in the implementation of pedagogical practice. At the same time, 56% agree and 44% strongly agree with the development of appropriate teaching strategies for the application of pedagogical practice in schools designated by the teacher. Furthermore, 58% responded that they agree and 42% are very much in agreement with socializing the activities that will be carried out in pedagogical practice and 60% indicated that they are very much in agreement and 40% agree with using technology as a tool to conduct the inherent actions to pedagogical practice.

The results indicate the coexistence of collaborative work following the activities that must be developed in the discipline of pedagogical practice, where it is relevant to globalize the components of delegating, implementing didactic strategies, being socializing and technological in a dynamic way, improving specific tasks through management of pedagogical strategies where the teacher provides the necessary tools to successfully achieve the practices (HERNÁNDEZ *et al.* 2021).

Discussion

In the results achieved in the variable communicative skills according to the indicators critical thinking, creativity, decision making, and reflective thinking, it was observed that students attribute a very significant value to the fact that teachers enhance critical thinking in increasing communicative skills. This is corroborated by the study by Chávez, Ynfante, and Vásquez (2022) in which critical thinking involves the talent of self-regulation of learning, which is why it derives adequate results with the support of motivation and the development of skills, praxis, and knowledge that access to achieve it in a meaningful and creative way.

Likewise, students pointed out the relevance of creativity in improving communication skills, studies conducted by Freiberg-Hoffmann (2021) focus on the ability to create a series of thoughts, opinions, or responses to certain approaches that induce the student to resolve conflict situations in proactive and logical situations. Students also determined that teachers motivate decision-making, this responds to the thinking of Millones and García (2021) when they refer to the selection of different tasks to optimize students' instruction to have an impact on their training and communication process. Therefore, the educator must cooperatively follow decisions in academic and pedagogical promotion.

The results obtained in the reflective thinking indicator show that students agree that teachers encourage reflective thinking in the classroom, this responds to what García *et al.* (2018) allow for determining the reasoned correlation with the activity that is carried out and benefits voluntary, methodical and orderly work in fusion with the intellectual talent of students in terms of their instrumental knowledge and spontaneous reflective procedures. All of this will result in communication skills that directly impact the development actions of any subject by teachers and the promotion of more participatory leadership in the parties.

In the results obtained in the pedagogical practice variable for the indicators delegating responsibilities, teaching strategies, socializing, and technology, it was observed that students considered the delegation of responsibilities as an excellent option for promoting skills in pedagogical practice. This is corroborated by Romero's (2018) inquiry, when he argues that delegating allows the participant to determine the guarantor of extending tasks and transforming predictable contexts, to strengthen commitments and close contexts.

Concerning the derivations of the didactic strategies indicator, students endorse that the didactic strategies provided by teachers are suitable to be carried out in educational centers, this is strengthened by the dissertation by Quemé (2022), they symbolize flexible and comfortable

arrangements that they contain concrete methods or systems to resolve conflicts and pedagogical demands with the implementation of metacognitive skills to conduct learning.

Regarding socializing and technological indicators, it was noticed that students agree with its implementation for the development of pedagogical practice; the study carried out by Buenestado (2019) that socializing work protects and improves the well-being of everyone, appreciated as a certificate of responsible activities in which they manage their own resources and autonomous learning. In turn, Gómez, Restrepo, and Becerra (2021) emphasize that university professors must emphasize the technological aspect that accesses the combination of methodologies that benefit from the construction of insights through active actions that promote pedagogical practice in students when they are inserted in the reality of the school context.

For this reason, the components of delegation of responsibilities, teaching strategies, socialization, and technology have a positive impact on students' academic training, since teachers must induce activities that consolidate actions that can lead to praxis in the development of the practical pedagogical discipline in which can incorporate the theory with the reality found in the context, promote abilities and skills acquired during training in the first semesters and promote leadership, decision-making, communication and interrelationships in the environment in which they are inserted, with the community, society and the world.

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