

Formar al protagonista de la educación

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Nunca antes la docencia estuvo tan ligada y con grandes aciertos de interacción entre estudiantes y profesores, como en tiempos de Covid-19, consentido por la verosímil aula virtual y zoon, limitación que no imposibilitaron el arte de continuar formando lo más valioso de un Alma Mater los universitarios en general y en particular los de enfermería.

Abstract

Never before has teaching been so closely linked and with such successful interaction between students and teachers as in the times of Covid-19, permitted by the plausible virtual classroom and zoon, a limitation that did not prevent the art of continuing to form the most valuable part of an Alma Mater for university students in general and for nurses in particular.

The changes in teaching mobilized minds and hands, and inspired teachers and students so that the fire of education lit in the classroom would continue to live in the absence of it, producing certain effects of learning, formation of conscience and good use of freedom in detecting the ethical in the beginning and end of the actions involved in university education¹.

If we were to approach a teacher and a nursing student to ask them about the experiential situations they lived from April to mid-December 2020 related to teaching-virtual learning, the former would respond by working more than in the classroom because the theory is tacit, but the practice has to be ingenious to produce it virtually. And the second ones, abound in affirming that there are many tasks, complaints about disconnection but they don't spend passages and the literature is at hand.

What we teachers do understand is that theoretical knowledge disconnected from practice is inoperative in the face of action; that is why reflection on these experiences must be constant and permanent. Because, while the theoretical knowledge contains the supreme principles and universal truths of the knowledge of things, from these are derived, the rules of practical action, arises from within and is free, chosen by the one who performs them², one of many examples are the procedural guides of any subject, for example the basic and advanced CPR, contains the theoretical knowledge updated to 2020 and they upload it to the virtual classroom at the students' availability, in this way they adapt the practice with the technological support offered by the virtuality today, so that the students can learn and simulate their practice as many times as necessary and here the evidence is fabulous.

And all this performance of the teacher has a concrete mission to train the protagonist of education: the student of nursing and before this reality is full of patience and generosity because it has to develop the inner process of growth counting on them to motivate, encourage them to want to learn, approve and learn, while correcting and persuading³. And in this process, he realizes that the students are absent, sad, with a thousand problems due to the loss of their two parents, their siblings, their girlfriend or very dear friends, or they don't connect because there is no electric light. Or she asks for help because she has to work because one of the parents has been fired and has to contribute to the expenses; conditions that do not stop them because they look for a way to connect and follow them and when they achieve it, they are challenged not to leave their studies, to reason that the biggest limitation is oneself, knowing also that nothing replaces education and what is surprising is that they achieve it and perceive that their students want it, because it makes them

see the goal and this is high accompanied by happiness of having overcome serious obstacles, Then he becomes a generator of union, rapprochement, because the problems of his students are greater than those he suffers even with the pain and suffering of loved ones affected or killed by Covid -19 and there are the teachers tired, exhausted but with a heart full of peace.

In this sense, education in the university and as I said at the beginning specifically in the School of Nursing is an aid and not a production; personal growth is enhanced by good service to students, but growth belongs to the student and not to the teacher. Even when the student's behavior deviates from what was taught. On the contrary, there is a display of greater interest in knowing that any person can get rid of so many problems that sometimes give the appearance of being insurmountable³.

On the part of the students their experiential situations are more acute, super impressive that deserves the honor of writing them, because they begin to recognize before the teacher's demand the lost time without sense, and when recognizing it they feel that they are born again, because they begin to be governed by schedules and they no longer improvise, they notice that each subject requires dedication, effort and study and the dream is easily overcome with an interactive moment, practice of exercise, tell a good animated joke waking up it towards the duty of the good and the attractive thing. Then, the student learns to reflect, to evaluate himself, to decide himself in every voluntary and free act developed because this is how he unfolds his being and doing guided by the teacher³.

The magnificent thing about this situation then is that the free decisions of teachers and students will affect the future because the student is placed in front of the reality of caring for others and observing them how they behave, accompanying them, treating them, accepting them as they are with concern, not only to restore the body but also dignity, expressed in an attitudinal as well as relational way and not only in being cared for, but society itself, so much in need today of a visible, practical and youthful humanity, undoubtedly articulated to the fulfillment of the collective Commitment assumed in the Agenda 2030 for Sustainable Development⁴.

Keywords: To train, education, covid - 19

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