



Actividades Educativas para el desarrollo de habilidades comunicativas en dirigentes estudiantiles de la FEU, FEI

Educational Activities for the development of communication skills in FEU student leaders, FEI

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Recibido: 22 de septiembre de 2021

Aceptado: 2 de octubre de 2021

Resumen

Se realizó un estudio descriptivo-explicativo de paradigma mixto con el objetivo de desarrollar las habilidades comunicativas en jóvenes universitarios que se desempeñan como líderes de la FEU en la FEI de la Universidad de Guantánamo. En la investigación, se sistematizan los contenidos teóricos y metodológicos que sustentan el estudio de las habilidades comunicativas y su influencia en la proyección de jóvenes que dirigen esta organización política y de masa en el contexto universitario actual. Se proponen un sistema de actividades educativas que favorecen la expresión de las funciones comunicativas de los dirigentes estudiantiles en sus contextos de actuación estudiantil.

Palabras clave: Habilidades comunicativas; Liderazgo; Funciones de comunicación

Abstract

A descriptive-explanatory study of mixed paradigm was carried out with the objective of developing communicative skills in young university students who work as leaders of the FEU in the FEI of the University of Guantánamo. In the research, the theoretical and methodological contents that support the study of communicative skills and their influence on the projection of young people who lead this political and mass organization in the current university context are systematized. A system of educational activities that favor the expression of the communicative functions of student leaders in their contexts of student performance is proposed.

Keywords: Communication skills; Leadership; Communication functions; Communication skills

Introduction

Man as a social being is inserted throughout his life in different social groups, this interrelationship product of the activity and communication with his peers; makes it possible to become a personality. Communication allows this exchange of thoughts, feelings and emotions, interpreted in this way by psychologists L.S. Vygotsky and S.L. Rubinstein.

In the school, primary socializing agent, this communicative relationship is promoted in order to fulfill the purpose of education in Cuba, with its educational policy of forming the new generations and all the people in the scientific conception of the world, that is, that of dialectical and historical materialism; to develop in all its human fullness the intellectual, physical and spiritual capacities of the individual and to promote, in him, elevated feelings and aesthetic tastes; to convert the communist ideo-political and moral principles into personal convictions and habits of daily conduct. As cited in Labarrere and Valdivia, G. Pedagogy, (1988).

Cuban universities give continuity to the formative process and gestate the professional life of the new labor force of society. This process is based on the development of skills, principles and habits of daily conduct and is only possible through constant communication. In order to be effective, the planning and organization of this process must be guided by trained and qualified managers, with the exercise of an effective educational influence through communication.

Communication makes possible the interrelation between educators and students, and the achievement of common interests and objectives with the student body. At the same time, it constitutes a challenge faced by the Cuban university, a quarry of potential leaders, which should promote the development and preparation of student leaders who, from their organization, the Federation of University Students (FEU), defend the rights and fulfill the duties of the organized vanguard. To fulfill its mission, communication is an essential support to persuade, engage, promote a favorable socio-psychological climate, and in turn involve its members to achieve its goals.

Therefore, motivation, leadership and communication are revealed as essential aspects, by focusing attention on the management of the human factor, adequate communication ensures success, as expressed by (Alonso, S.) "in order to manage it is essential to have excellent communicative competence, a person who is not an excellent communicator cannot be able to manage". (2001, P.)

Leadership implies being ahead and at the same time guiding others, so it must possess skills, abilities, qualities that facilitate communication to exercise its educational function and process management.

The student leader must encourage the use of dialogue, participation, the promotion of reliable and open interrelationships, with immediate attention to the emergence of conflicts, creating spaces for information, reflection and exchange between the university management and the student mass, all this is achieved through assertive communication.

Therefore, developing communication skills taking into account the demands of the communication process of young university students who lead the FEU and who will also be educators is the purpose of the research to elaborate educational activities for the development of communication skills in student leaders of the FEU in the FEL.

Development

Communication is essentially a social fact, it is intimately related to human behavioral processes, interdependent of each other and based on the interaction of the individual in society. Through the exchange of meaningful experiences, with the development of personality.

The main purpose of communication in this classical paradigm is the attempt of the communicator to persuade the receiver towards an objective.

Communicator to the receiver towards an objective set by the sender, in order to achieve some effects in the way of feeling, thinking and acting of the one who receives the communication.

At this point the feedback is taken into account as an instrument to achieve the objective set by the sender, the classical paradigm had led researchers to focus their studies on the persuasion of the receiver as an individual.

The complexity of the constant communicating and learning of the human being, brings with it the need for the structural study of communication, the informative component has an important reference raised by Shannon in 1948, a classic model that points out elements in the communicative process such as: the sender or encoder, the receiver or decoder, the code, the message, the channel, the noises or barrier and the feedback.

From this perspective, the current study is supported, taking into account the leadership of young student leaders of the FEU in universities and recognizing the role of communication skills as necessary tools in the ability to influence the student masses and get feedback from them.

Currently, communication is the scenario par excellence of political and ideological struggle and has also gained space in social networks a subversive communication process, which tries to harm young people and distort their political, civic, social and spiritual conceptions. From this point of view, the student leaders of the FEU must improve the way of influencing the masses from the communicative point of view, achieving a more coherent and precise process of exchange and feedback with the student federation.

The FEU has been a protagonist in many of the great revolutionary deeds until today under the influence of the best and most advanced of Cuban revolutionary thought since the very emergence of Cuban nationality.

That is why Marrero, R. (2007), highlights the following qualities of a student leader:

- Legitimacy of student leadership, characterized by authority based on example.
- Level of preparation to lead, level of autonomy, empathetic communication, effectiveness of their ability to negotiate with the center's management; and commitment to educational policy, characterized by protagonist participation in the fulfillment of the university order.
- The information and management of the solution of the center's problems, the protagonist participation in the teaching-learning process and the level of political-ideological preparation.

All this shows that the mode of action of the leaders of the FEU is nuanced by the system of directive activities that result from the culture of university leadership itself.

From the perspective of a leader who is formed in the student context representing the FEU, it is necessary to focus on his communicative competences; a student leader could not influence the masses of university students with deficiencies in the development of his communicative abilities. Thus it is demonstrated by the history of Cuba with the arrival of Fidel Castro Ruz to the University of Havana, managing to drag the masses of university students, thanks to his oratory and communicative competences that were projected as aptitudes very rooted to his personality as a student leader.

The active and leading role of the Cuban university student leader, aimed at promoting the socio-political participation of the students and their main role in professional training, is an essential link in the work of the FEU. That is why in the university context it is essential to identify from the beginning the qualities of the student leader, mainly his revolutionary commitment, the development of his communication skills and his ability to influence others positively.

For Kaplún, M.

We can all communicate with others; but we do not always know how to do it. Communicating is an aptitude, a capacity; but it is above all an attitude. It supposes to put ourselves in the disposition to communicate; to cultivate in us the will to enter into communication with our interlocutors. (1998, P.62).

The aforementioned allows us to enunciate communicative skills as competencies. Knowing how to communicate implies knowing how to know and think, but also knowing how to interpret diverse experiences, codify, emit, perceive, decode and understand. In the case of verbal language, communicative competence implies linguistic competence, which knows how to listen, speak, read and write in a language (Hymes, 1996).

According to Fernández, A. "the most significant communicative skills in the educational context, whose development leads to the educator's communicative competence and which are assumed in this study are: the ability for expression, observation and empathy" (2002, P.46).

The main elements involved in the ability for expression are: verbal fluency, the clarity of the message, exemplification, argumentation, and synthesis, formulation of questions, emotional coherence, eye contact, non-verbal communication and creativity.

The main elements involved in the observation skill are: -Empathic listening and emotion detection. In the empathy skill, the main elements involved are: -looking, active listening and interaction. Resources that should distinguish the communication of student leaders in all contexts of action.

Communicative competence is knowing how to communicate in a field of knowledge and knowing how to apply it, knowledge that includes knowledge, skills, attitudes and results (preconditions, criteria, uses, rules, norms, etc.) that enable to perform efficient communicative acts in a given context, according to needs and purposes.

Therefore, based on what is stipulated in the document that governs the functioning of the FEU ABC. (2019), university student leaders are the selected and organized vanguard of the student collective in Cuban universities.

Their function is to direct, guide, coordinate efforts and unite wills in terms of the execution of the tasks demanded by the development of society, primarily contribute to their professional training as their main duty and represent student interests before the University Council, the PCC, the UJC and the Government, channeling youth participation in socio-political activities (Quintero, 2009).

Analysis of the results obtained during the diagnosis

For the development of this research, the student leaders of the FEU in the FEI of Guantanamo University were taken as the object. Research methods and techniques were applied, in addition to conducting a detailed study to know the current state in which the communication skills of the student leaders of the FEU in the FEI are developed, taking into account the following indicators:

- Perception of the importance of communication for the exercise of their role as student leaders.
- Level of planning of activities aimed at students and their dissemination.
- Use of communication and feedback channels with the student mass.
- Spaces for self-preparation from the communicative point of view of the FEU student leaders in the FEI.

By means of the interview with student leaders of the FEU in the FEI, it could be verified that there is no perception of the importance of the development of skills that favor communication and influence as a tool for the work with the student mass, only the direct fulfillment of the orientations of the National FEU and other provincial and municipal factors according to the traditional methods. The communicative skills in the FEU student leaders in the FEI are resulted as part of the work and the responsibility falls on the Department of Institutional Communication and the faculty management.

The student mass of the FEI does not recognize the work of the FEU of the faculty with autonomy. In the results of the survey conducted, it could be observed that 90% of the students state that the student leaders of the FEU in the FEI do not carry out recreational and exchange

activities outside the teaching context. They state that the brigade assemblies are not sufficiently taken advantage of, that their concerns are not made viable and that in general they do not receive a corresponding response in a timely manner. They say that in these spaces, such as morning and brigade meetings, the leaders' lack of preparation, stereotyped or unoriginal discourse, unnecessary repetitions, poorly used words and an imposing tone of voice are perceived.

The student mass raises the need for greater exchange with the FEU council of the faculty, taking as a reference the plenary sessions and spaces such as "Dialoguing with my Rector". Little incidence of the student leaders of the FEU in the FEI in the spaces of the faculty scholarship holders is evaluated. During the observation, there was evidence of the little use and student protagonism of the spaces of self-preparation and exchange by faculties.

Another element that stands out in the results obtained is that the mediation of student leaders in the different channels mediated by technology, internet, mail, platforms and social networks should encourage student creativity in terms of confronting subversion and counterrevolutionary campaigns that are developed in the environment. Its use should be promoted in the FEU as a fundamental means and alternative for the transmission of messages to guide activities to the student mass in these times where physical distance is imposed.

Proposal of educational activities to develop communication skills in FEU student leaders at the FEI

For a better understanding of the activities that were elaborated, it is necessary to specify the main categories that have been taken into account. To this end, the following definitions are used as a starting point:

Educational activity, within the formal education system, is considered as that in which adolescents and teachers are in continuous transaction, not only with each other, but also with all the environmental, cultural and institutional elements proper to the school situation.

Educational activity is, on the other hand, a social activity and its *raison d'être* is to train in scientific, humanistic, aesthetic and moral knowledge, so that the development of all their capacities in these fields will allow them to participate fully in the life of their society.

This research assumes the definition of activity offered by A.N Leontiev who defines it as. "The process of subject-object interaction, as a result of which a transformation of the object and the subject itself takes place." (1981.)

From these perspectives, the integrated work is carried out by all the pedagogical staff of the institution, as a necessity to achieve the purposes, whose performance is materialized in each of these areas in particular, being necessary the complete integration of all agents in the design and dynamics of the influences that are projected.

Educational activity is a formal or non-formal deliberate activity, which involves some form of communication aimed at eliciting learning according to UNESCO (2011).

The activities are structured outside the classroom context to generate learning and promote change, transformation and the development of the communicative skills of student leaders. For the development of educational activities, it is considered necessary to use participatory techniques as resources that are recommended within the methodological guidelines, since they allow the broad intervention of the participants, provoking reflection and analysis, as well as constituting an element that provokes the generation of knowledge, facts, situations, contents that are expressed in reality in its various aspects and the interpretations that are held about them.

It is important that in the educational activities that are carried out and the rules for group work are established, which are listed below:

- Listen does not interrupt; respect the points of view of all members of the group.
- Help everyone feel part of the group discussion, encourage everyone to participate.
- Never say that you personally disagree with someone; rather say that you feel differently.
- Don't feel obligated to refute someone who has a different opinion than yours.
- Avoid personal conflict.
- Be open and encourage others to speak their minds.
- Avoid being destructively critical and sarcastic with other group members.
- Never underestimate the ideas and/or questions of others.
- Avoid conversations that distract attention from the topic under discussion.
- Maintain a friendly and supportive attitude.

It is important for the activity leader to establish feedback mechanisms that allow him/her to evaluate the effectiveness of what he/she is doing.

The educational activities developed follow the following structure:

- Activity number.
- Title
- Objective
- Methods
- Means
- Instrumentation
- Evaluation of the activity.

The educational activities developed are characterized by:

- Having a transforming character
- Facilitating the improvement of student leaders' communication skills.
- To seek transformations towards the desired state that satisfies the communicative needs.
- Having an educational and formative character
- It takes into account the characteristics of the leaders, since it is based on an integral diagnosis.

Educational activities to develop communication skills in FEU student leaders at the FEI

Activity 1. Video-Debate

- Title: The universe of communication.
- Objective: To know the importance of communication in the work of student leaders.
- Method: Debate
- Media: audiovisual, Power Point
- Instrumentation: It begins with the application of the technique of presentation in pairs, then an educational video related to the 99 years of the FEU is presented. The following questions will be asked:

1. What inspired you to accept the challenge of being a student leader?
2. What qualities should a student leader possess?
3. Why do you think communication is important for the work of student leaders?
4. What communication skills should student leaders have?

Based on the answers, a debate will be held on the communication skills that a student leader should have.

- Evaluation of the activity: through the application of the Positive-Negative-Interesting (PNI) technique.

Activity 2 Educational Talks

- Title: My communication as a leader.
- Objective: To discuss the weaknesses and strengths of student leaders in their area of action.
- Method: Criticism and self-criticism
- Means: cards
- Instrumentation: start by welcoming them to the second section of activities, then they will be given cards with the following words (leadership, autonomy, speaker and listening).

Each participant should explain how he/she carries out these actions in his/her role as a student leader based on his/her strengths and weaknesses that need to be addressed.

- Evaluation of the activity: through cross evaluation, where the partner will express the results of his partner and thus successively.

Activity 3 Debate

- Title: I share my experience with you.
- Objective: To exchange with student leaders from other faculties.
- Methods: persuasion, demands, example.

- Means: cards
- Instrumentation: The brainstorming technique will begin with the word "experience". Then it will be explained to them that during the exchange they should expose their experiences as student leaders and actions that make it possible to improve communication with their student groups.
- Evaluation of the activity: through the "Considering All Factors" (CTF) technique, this should result in a more comprehensive analysis of the rights-obligations relationship.

Activity 4. Group discussion

Title: My speech.

- Objective: To evaluate the communicative skills of student leaders in terms of oratory skills and speech writing.
- Methods: discussion and reflection
- Means: sheets of paper, pencil
- Instrumentation: they will be guided to elaborate a speech to be read in the central activities of the university. Afterwards, the deficiencies presented will be cross evaluated from the point of view of what they want to transmit and the way of speaking (verbal and non-verbal language).
- Evaluation of the activity: it is evaluated through the discussion of the summary of the state of the evaluation, emphasizing the most achieved and less achieved aspects so that they can establish new commitments to continue improving and contributing with good communicative practices.

Activity 5. Dialogue

Title: La FEU Contigo

- Objective: To provide student leaders with internal communication tools for their application in the faculty they lead.
- Method: Ethical dialogue

- Media: microphone, radio base, flipchart, blackboard.
- Instrumentation:

It will begin the meeting with the organization of students in the form of a horseshoe in such a way that there is visibility between the student groups and their leaders.

With the application of the brainstorming technique, the participants will be asked to present in an organized manner suggestions and proposals for new spaces of exchange between the student masses and their leaders.

The proposals made will be shown in writing on a poster and the most appropriate and convenient one will be selected collectively and will be named La FEU Contigo (The FEU with you). It will be explained that the space will take place every Wednesday of the third week to give students the opportunity to exchange their main proposals, in this space will be special guests the administrative faculty (dean, administration, secretary, career heads, PPA, the secretary of the PCC and the UJC) it will be possible to evaluate the empathy, interpersonal relationships, the level of perception, criticism, self-criticism and language of the leaders and the solution they provide to the different problems raised.

It is proposed as part of the space the accountability of the leaders, the evaluation of the communicative aspect and the stimulation to those who deploy a work in an effective way. Specific topics will be used for the student leaders to reflect on their use based on the presentation of a table that will guide the debate where the actions and channels through which they can be executed are reflected:

WRITTEN COMMUNICATION	Memoranda (or writings to be remembered) are a useful means of conveying changes in the organization's various policies and procedures.
UPDATE NEWS	Periodical publication where you can find information about important events, meetings or news of the organization.
INTRANET, IF IT EXISTS OR MAY EXIST	It allows an infinite number of possibilities, such as the exchange of information through the network.
	They facilitate dialogue and foster personal relationships, as

MEETINGS	they are face-to-face and promote feedback. Poorly planned, organized, executed and controlled meetings can become a waste of time.
ADVICE BOX	It is designed for the purpose of soliciting, soliciting, and valuing valuable ideas from peers. Student leaders should follow the following 2 guidelines for designing the suggestion system • Have a suggestion evaluation group to objectively evaluate suggested ideas. • Implement suggestions that are accepted and thank the student who made the suggestion.

- Evaluation of the activity: through the PNI technique.

Activity 6. Circle of reflections.

Title: Think like me

Objective: To assess the level of development of communication skills during the process of applying the activities through constructive criticism.

- Method: discussion
- Means: outline, blackboard or poster
- Instrumentation

The technique for group dynamics is used: exchanging roles.

With the objective of analyzing in a group way the knowledge they have of the members of the group. To value the possibility of putting oneself in the other's place.

Papers are handed out with names of people in the group. Each person must speak and act as if he/she were that person. The group must recognize the characters. Evaluate how each person felt in his or her role, difficulties, key elements used to imitate the essential qualities of the other person. A specific situation in the organization can be used to analyze the behavior, attitude and solutions that each member of the student council gave.

Reflect on the transformation or change occurred in student leaders based on the development of communication skills and the difficulties they must overcome.

Evaluation of the activity:

It will be done with a collective poem that will be elaborated from key words given by each participant where they will address what they have learned from the experiential.

Conclusions

The insufficient development of communication skills has a negative impact on the work of the student leaders of the Faculty of Early Childhood Education, affecting the socio-psychological climate, the confidence of the student masses and the credibility of the leaders.

The skills for expression and for the establishment of empathic relationship have the highest level of affectation.

The development of communication skills is possible and feasible.

The proposed activities can be generalized to other groups, both students and teachers.

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