

Contributions of Didactic Mediation to Enhance Skills: Undergraduate Student Training

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Abstract: Higher education training offered by universities around the world should be supported by high-quality didactic mediation for new professionals to transform the global environment. Therefore, this work presents a statistical analysis of the training process received by students from a university in a Colombian city. The research utilizes of didactic mediation, which plays a fundamental role. Do this, in the theoretical and conceptual section of this paper, a documentary comprehension technique called a survey. As a unit of analysis, according to the result of the population where this study has applied, optimal sample size conform of a sample of 400 randomly chosen students. It evidenced that many of the students had not taken the time to ask themselves what their abilities are, much less identify the spaces assigned to them by the University. This allows us to make evident an imbalance between the theory vs reality. Concluding that, with didactic mediation, it is possible to propose a broad development of the dimensions that each student has, both linguistic and mathematical. Additionally, it concluded that the knowledge that students can acquire in the institutions is focusing on spatial intelligence, mathematics, logic, kinesthetic, and music. But, with the deepening of the didactic mediation, the new professionals will be able, to build better knowledge, and apply modern, more creative strategies, which serve to propose solutions that are viable and contribute to improving society.

Keywords: analysis in higher education institutions, didactic mediation, documentary analysis, comprehensive training, sample survey.

教学调解对提高技能的贡献：本科生培训

摘要：世界各地大学提供的高等教育培训应得到高质量教学调解的支持，以帮助新专业人士改变全球环境。因此，这项工作对来自哥伦比亚城市的一所大学的学生接受的培训过程进行了统计分析。该研究利用了教学中介，它起着基础性的作用。这样做，在本文的理论和概念部分，一种称为调查的文献理解技术。作为一个分析单位，根据本研究应用的人群结果，最佳样本量符合随机选择的 400 名学生的样本。事实证明，许多学生没有花时间问自己的能力是什么，更不用说确定大学分配给他们的空间了。这使我们能够明显地看出理论与现

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实之间的不平衡。结论是，通过教学调解，可以提出每个学生所拥有的语言和数学维度的广泛发展。此外，它得出的结论是，学生可以在机构中获得的知识集中在空间智能、数学、逻辑、动觉和音乐方面。但是，随着教学调解的深入，新的专业人士将能够建立更好的知识，并应用现代、更具创造性的策略，这些策略有助于提出可行的解决方案并有助于改善社会。

关键词：高校分析、教学调解、文献分析、综合培训、抽样调查。

1. Introduction

Under the framework of human development according to [1], it consists of taking advantage of and enjoying the possibilities that each person has in life. In the research carried out by [2-5] it is proposed that humans have all types of intelligences in different degrees, and one of the strategies of scientific initiation is research. Based on the previous research will be contextualized in students with the purpose of studying the process of integral formation based on the development of talents from the approach of didactic measurement, according to [6, 7], where the existence of logical-mathematical reasoning is explained as a tool for the development of competences, the type of logical reasoning is related which they apply it from the theoretical-conceptual dimension aimed at the development of talents and in turn with the relationship of different types of talents. The primary objective is the integration of talents in the integral formation of students making use of the method of logical reasoning another type of logical reasoning is the one that focuses on mathematics as stated in the following research [8-11]. From a conceptual point of view the different foundations of training are aimed at strengthening the different types of talents that a person can develop. The purpose of this proposal was based on the need to change the meaning of learning, taking as support the integral training of professionals as it proposed [12-15], it is necessary to develop certain skills to be able to face situations which cannot be resolved methodically

2. State of the Art

To provide comprehensive training, it is necessary that training be the fundamental strategy for the development of talents in students and professionals. This type of training will seek to incorporate in a student the key dimensions of a human being, among these we have: The cognitive dimension. Which is a dimension style that allows the person to transform reality, allowing himself to build new knowledge. The aesthetic dimension. This proposes acquiring a skill that allows the human being to develop the ability to interact with the world, allowing him to appreciate what the world can offer him, be it tangible or intangible. The body dimension. This consists of developing the ability to perceive the presence of a body. The ethical dimension. This provides the

competence to create virtues and moral principles, grants responsibility for the acts that each one performs. In addition, to give a good projection towards the community and helps the creation of a good coexistence [16-20]. The sociopolitical dimension as a result of the interaction with more people to if they acquire solidarity commitments and help the construction of a society just and equitable, the spiritual dimension, affirms that this points to a more internal and personal sensation, is the one that gives meaning to the existence of each person regardless of their physical conditions, the affective dimension considers that this is one of the most important because in it, you can find the sensitivity and in turn the intellectuality that each person can have, it is composed of emotions, fervor and feelings, and finally the communicative dimension states that it is responsible for expressing ideas and knowledge on any topic that the human being wishes to share [21-25].

Taking into account the above, it is necessary to mention that higher education institutions should have a government organization that regulates the educational system providing the basic guidelines to follow for both students and institutions, from which the different fields and levels are derived of education they can provide. These fields are structured under concepts of integral training, which leads to professionals having solid foundations both soft and conceptual. In Colombia both public and private institutions can be found, although each one has a different educational structure has in common the projection towards the community making them concerned with training completely integral professionals who can provide optimal solutions to the different problems that may arise. Most of higher education institutions in many parts of the world seek to innovate and also make extracurricular activities available to students, which could contribute to not generating a purely theoretical thought; additionally, they will help to broaden the expectations of each professional [26-29].

It is known that each country has different needs in education, therefore, the training professionals must have a broad knowledge of the problems worldwide, this in order to give the possibility to all the students to have high aspirations in case they wish to create their life project outside from your country of origin. In the

field of education, there are two types of training, on the one hand, there is the formal one which is understood from the cycles of education such as primary, High school, and higher education. On the other hand, there is informal education to which people who only need the knowledge to subsist on a day-to-day basis resort, this does not deliver degrees. [30, 31].

Comprehensive training can be effective if and only if you have all the necessary tools to reach that point of agreement. The key piece is the teacher because he is responsible for the formation of a lot of people, therefore, the result will depend on the proper handling of the issues, the interaction with the group, the

evaluation techniques, and the relationship that the area could have in the work environment [32-35].

3. Methodology

In this order of ideas, it is necessary to build a methodology that revolves around comprehensive training, beginning with the type of information search, taking into account both theoretical logical reasoning and the interviews as a complement based on the postulates and the experience of a lot of workers in this sector. It can be seen in fig. 1

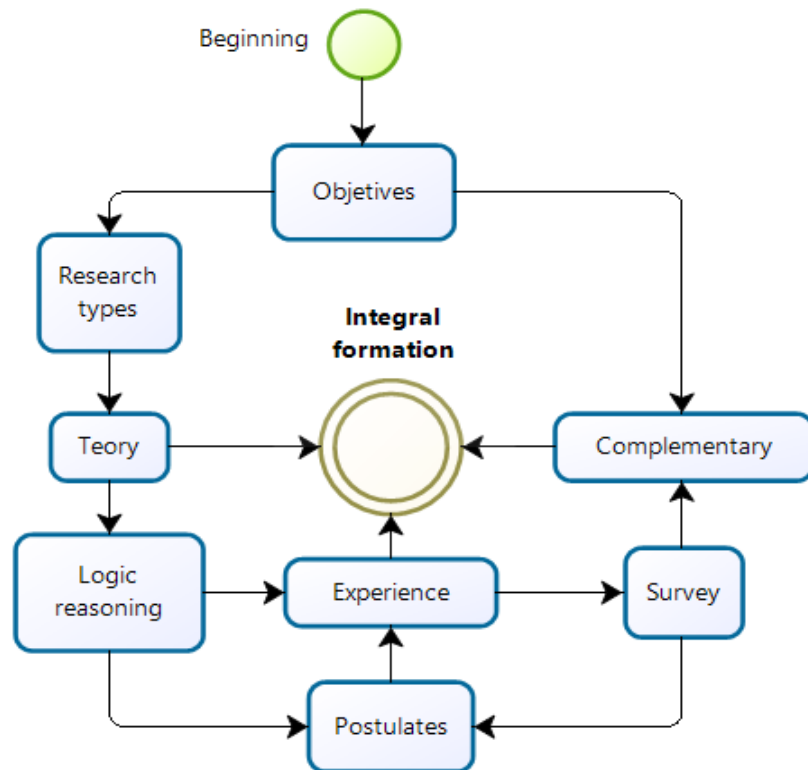


Fig. 1 Conforming methodological design

From the previous graph, the following research techniques must be taken into account following the paradigm of the scientific method such as the epistemological component which consists of the generation of knowledge from rational logic but that even so for its complete validity it is necessary to apply certain tests to verify its veracity, conceptual theoretical component is the one that consists of the formulation of a writing from the technique of documentary analysis and thus be able to interpret and identify the information, the empirical component of the research this consists of knowing how to use the existing data in the object of research, the method of logical reasoning where it is necessary to take into account the experiences and also understand the logical functioning of the world, the complementary paradigm is the part in which the qualitative and quantitative data found in the study are engaged, in addition to including multiple forms of analysis in the most complex processes, and finally we have the type of mixed

research which consists of the collection and triangulation of the data obtained in the research and thus maintain a valid relationship in each of them.

4. Development of the Methodology

To analyze the content it is necessary to carry it out in the following way: they will be identified and later a selection of the documents that meet the objective of the study will be made, of the selected documents a documentary observation is made which must be done in order to keep the continuity of the topic, the extraction of the main objectives is made which are focused on the development of talents to achieve a comprehensive training where the communicative, bodily, cognitive, spiritual, affective and ethical dimensions are understood. On the other hand, it is necessary to make use of research that is focused on musical intelligence, sports or kinesthetic intelligence because with these you can also achieve the generation of clearer and more precise knowledge.

For the application of this research, the University of the Coast is taken as an object of study, to which a sample survey is used verbally or in writing to people to obtain the necessary information, it is worth mentioning that for the realization of said study the pertinent permits and requests for the management of the data were made.

It was necessary to apply the following formula to determine our sample:

$$n = \frac{1,96^2 * 0.5 * 0.5 * 10800}{0.05^2 (10799) + 1.96^2 * 0.5 * 0.5} = 386 \quad (1)$$

From the above we have as a result that it is necessary to survey 400 students who must be chosen at random, in addition, that they must be from the different programs that the University of the Coast offers, it is necessary to clarify that the sample carried out is of a probabilistic type that consists of the probability that the population has of being chosen.

The instrument that will be taken for this research is the use of a questionnaire in which questions that have one or more measurable variables are defined, the questionnaire is made up of two parts, the first is carried out in order to identify the interests of each individual in terms of the formation of their talents, the second part seeks to identify the spaces that the

university has in order to enhance talents, arts, and culture.

The survey consisted of two parts, the first part focuses on inquiring students about the knowledge of their talents or skills, so the following questions are proposed:

- In the course of your life have you identified your talent?
- Has your family and academic context influenced the identification of your talent?
- Is it necessary to train towards the recognition of talents in the young university student?
- Does it make sense in the globalized society the formation of talent given the emergencies of professional competence?
- Do you recognize the different types of talents that a human being can develop?

5. Analysis of Results

After developing the entire procedure, we proceeded to make pie charts with the quantitative results of the application of the survey in the analyzed sample. It should be noted that the groups presented below help to develop a comprehensive education for students in training (fig. 2-6).

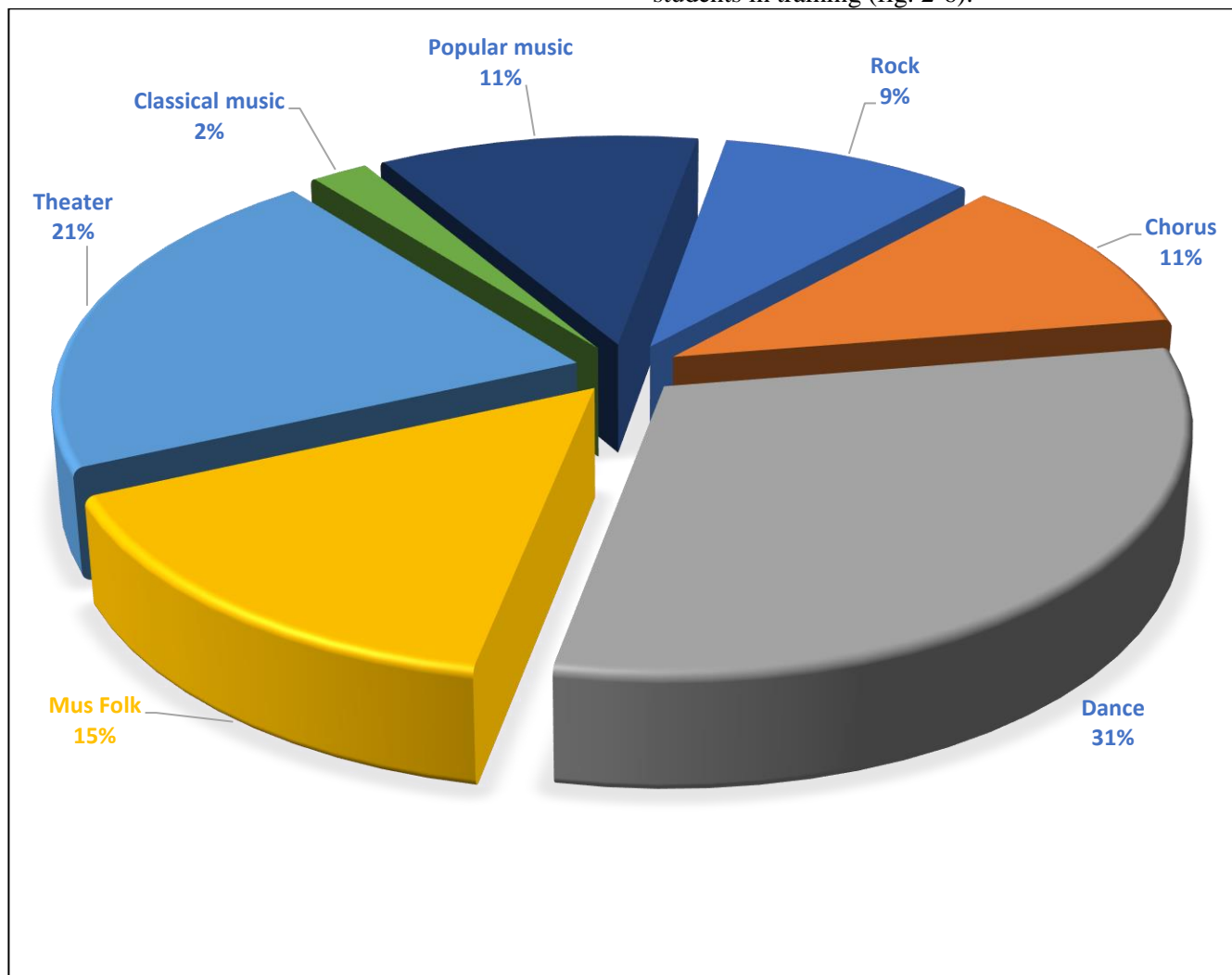


Fig. 2 Knowledge of group

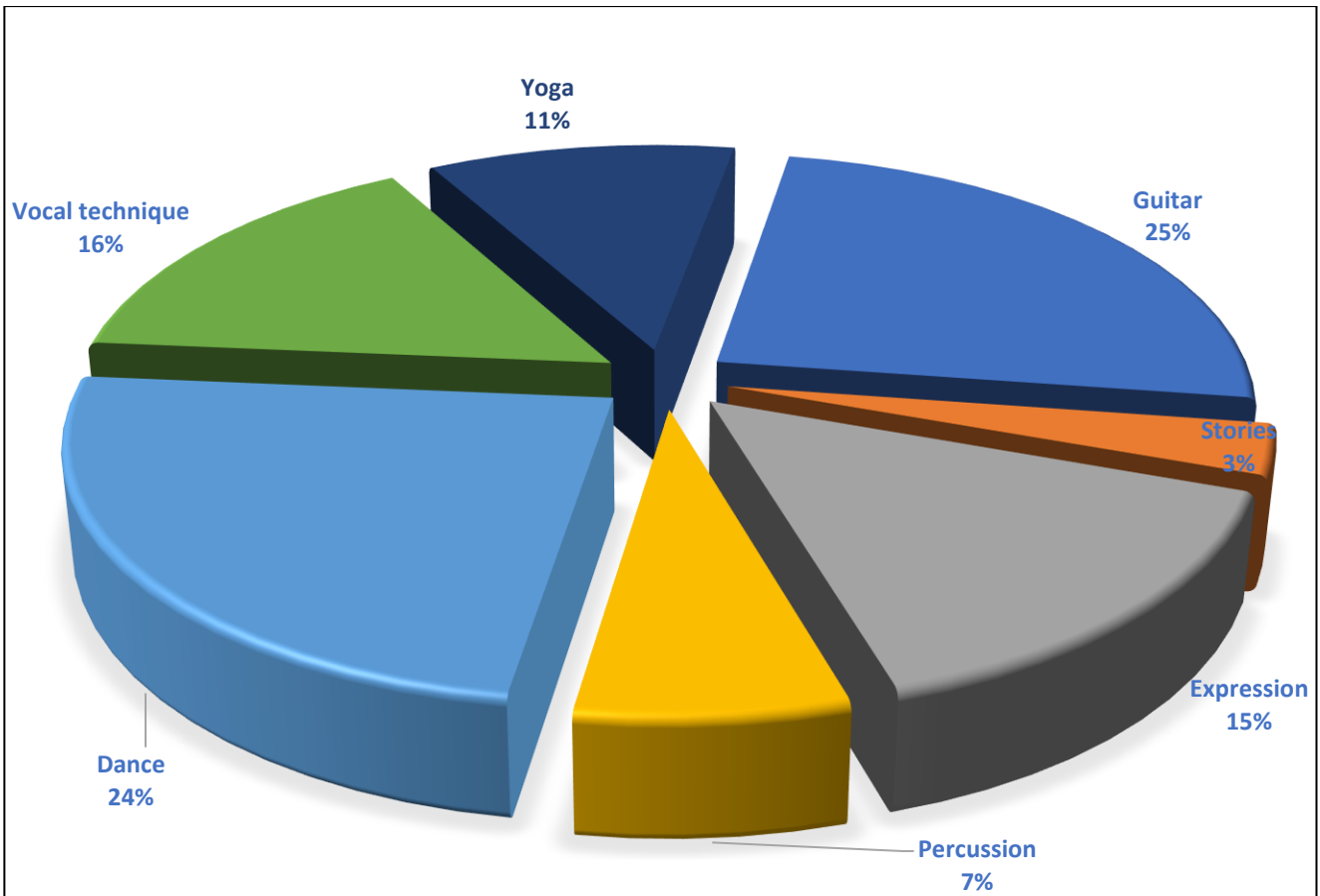


Fig. 3 Knowledge of workshops

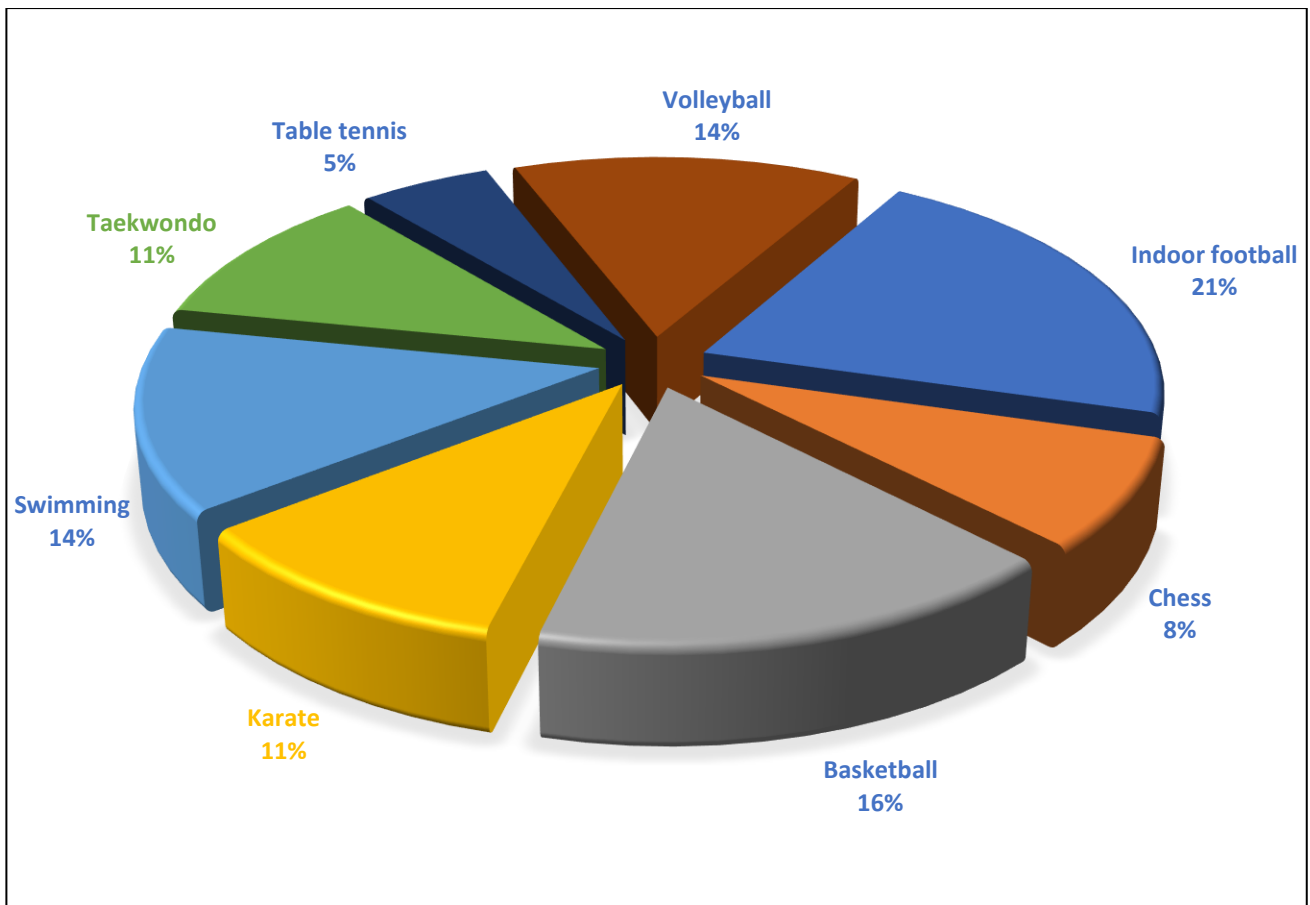


Fig. 4 Selections

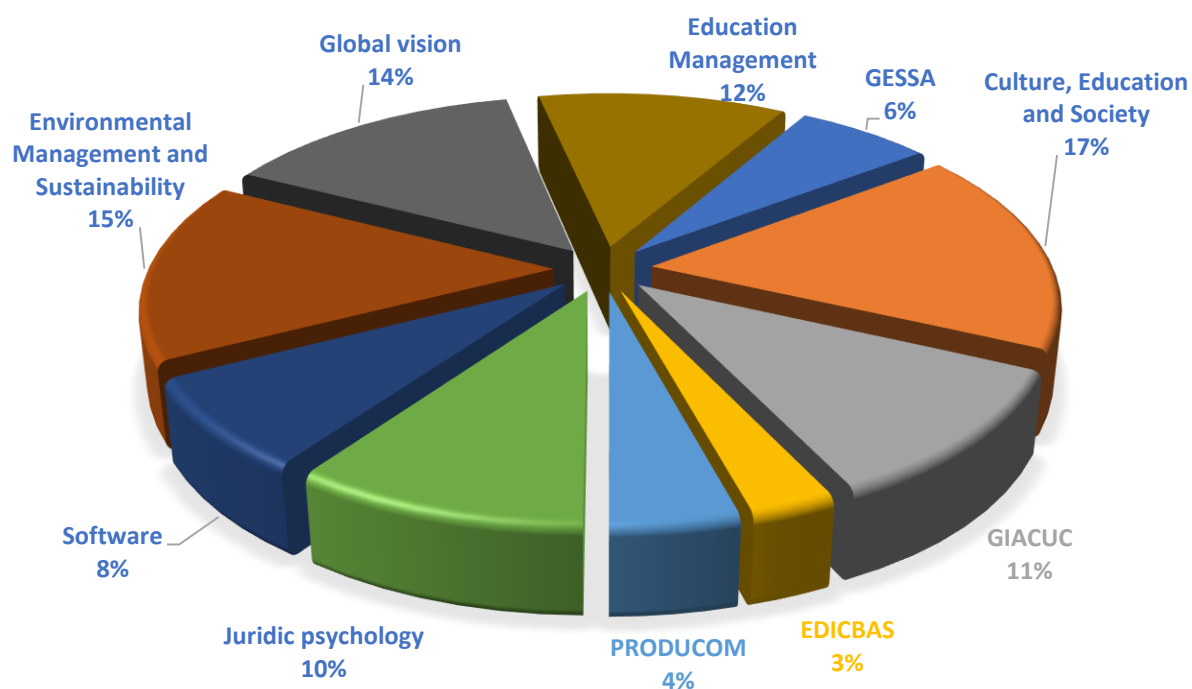


Fig. 5 Scientific research groups

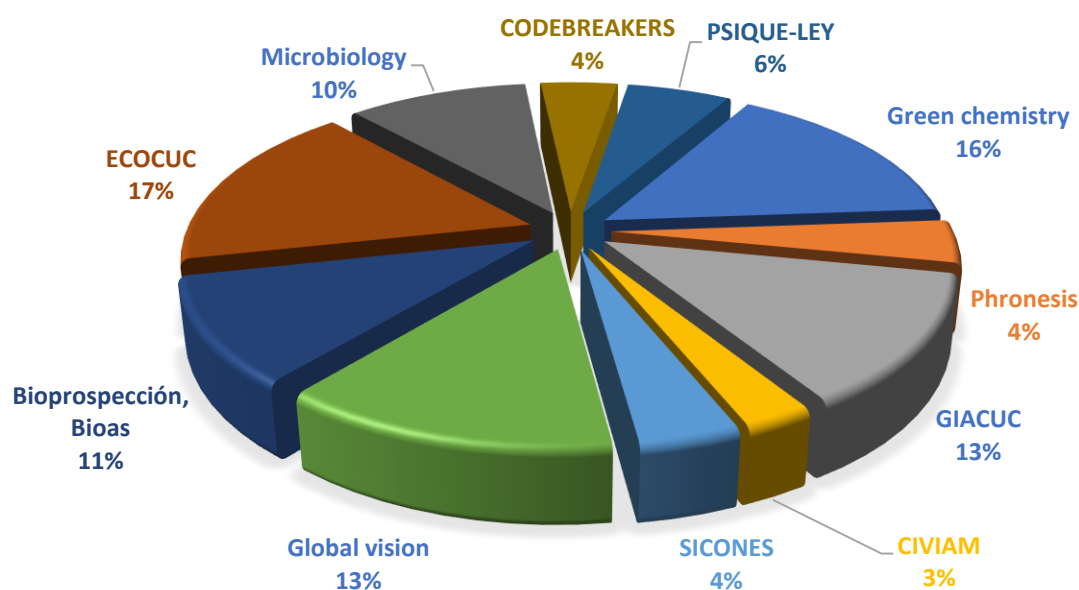


Fig. 6 Number of research seedlings

6. Conclusion

Once this investigation has been completed, based on the results, it can be concluded that: Comprehensive training corresponds to the development of talents and skills in order to strengthen the development of each student, from the use of didactic measurement it is achieved to propose a broad development of the dimensions that each student possesses both linguistic and mathematical. This intelligence helped to propose and apply creative and modern strategies to propose solutions that can be feasible and contributory to society. The knowledge that students can acquire at the institution is focused on spatial intelligence, mathematics, logic, kinesthetic, and music. Based on

what was presented in this research, this instrument helped students to have the opportunity to ask themselves what their skills were and also to identify the areas and activities that the campus had at the disposal of the students, providing better use of these. Therefore, it is extremely important that professional training includes activities that help enhance the innate abilities that each individual possesses

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