



# The Methodological Concepción with a Focus Multidisciplinary for the University Address by Means of the Educational Inclusion

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**Abstract:** *Problematic:* when being the thematic one on educational inclusion, he/she becomes a topic of interest at the present time inside the university address, when being kept in mind the integral formation of the professionals. *Objective:* to propose a Methodological Concepción with focus multidisciplinario for the university address, by means of the educational inclusion in the professional's formation in the XXI century. *Methodology:* he/she was carried out a qualitative descriptive study of prospective longitudinal court during the period 2021 in the Ability of Technology of the Health. Such theoretical methods were applied as: historical-logical, the systematizing, the descriptive statistic and the consultations to experts. In the empiric ones: the observation, the documental analysis, the survey and the interview. *Results and discussion:* the investigation analyzed the university management in the address of health like a tool of the educational inclusion, which allowed to value the neoliberal and global tendencies, the masividad, the decentralization and the necessity of the university formation in the conception of the new university inside the paradigms of the medical sciences. The inquiries that were carried out starting from the surveys to 38 people; they threw that the educational inclusion influences significantly for the Concepción Methodological proposal. *Conclusions:* the challenges imposed in the improvement of the new university, postulate the Methodological Concepción with a focus multidisciplinario, where they commit to the actors formative inmersos in the educational systems as theoretical-practical tools of the scientific thought responsible with the challenges that face the Sciences of the Medical Education.

**Keywords:** Methodological Conception, Focus Multidisciplinario, Educational Inclusion, Technology of the Health

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## 1. Introduction

The present-day dynamicses that generate the educational policies in the higher education as part of the universalization of the university, are in narrow and intrinsic relation with the Diary 2030 of sustainable development [1] Perspective in which the universities like system of cultural formation, they articulate actions of perfecting in the university address toward instruction and inclusive formation of quality of his left for the social transformation, and on the other hand, it focuses toward the primary problems of education, the society and the investigation from a scientific paradigm than meritan the loud social assessment and the challenges that the education in the century must confront XXI.

In this environment, so complex like dynamic, systems of social relations in the quantitative and qualitative order as a consequence of narrow dialectic interrelation of education, the university and the society reproduce. Dynamicses that generate in the modern societies, continuous changes in all his spaces (social, educational, cultural, ideological, politic, economic, between another one), in the one that the university is not our own to this context, furthermore, at a surroundings where they converge and interconnect processes of exclusion and educational inclusion themselves than meritan investigating at the field of the educational sciences and his know how of university address.

Accepting the challenge that supposes the educational inclusion like objective process of reality, bases the need to

conceive and to articulate competitive actions to rush against the institutional address at this surroundings. The administration that focuses like pertinence socioeducativa herself, toward a new culture of the permanent invention, and implicates a news's design Concepción Metodológica with multi-disciplinary focus that you appreciate to explain to theoretician and coherently, a series of events fundamentally of social and educational nature that they interrelate themselves with the processes that have place to the inside of the house of advanced studies, than if room for doubt, the conscious participation and the educational inclusive communication, which demand they reveal the importance of his investigation.

This relation of factors, you justify to identify the phenomenon of the educational inclusion through explanatory paradigms, from the irregularities that the pedagogic models that emerge from his conception and the multidimensional analysis in his educational context evidence. Realities that they accede to declaring like scientific problem, How do we contribute with a Concepción Metodológica with multi-disciplinary focus for the university intervening address the educational inclusion in the century XXI?

You get firm in order to give answer to this educational problems than: "He calls for a scientific boarding as from innovative conceptions, reflections and multi-disciplinary focuses of the academy like teaching institution of professional character in the frame of the conceptualization of the New University" [2].

Realities that they enable conceiving like general objective, proposing a Concepción Metodológica with multi-disciplinary focus for the university intervening address the educational inclusion in the century XXI.

For his value and new thing that is debated, the theme is in his essence that you postulate of an especial reading of the scientific contributions that are shown during the consultation of the primary sources, which allow understanding same, a subject and justifying the subject of study. On this individual, a group of valuable contributions and reflections of various branches of science, that for his ample flow intensity of reports they relate to each other of form synthesized from now on make a date in good timing.

In this context, they looked up the statistical reports that the Regional Office of Educación of the UNESCO contributes; The reports that the Agenda of development offers about the theme 2030; The Conception of the Economic Model and Social of Socialist development and his juridical recognition in the Socialist Constitution approved in the year 2019; The contributions of the scientific congressional International investigations Pedagogy 2020 and 2021; Resultados's Abridgement Scientific of Investigaciones's Center Psychological and Sociological (IPRS), Latin American Consejo's contributions of Social Sciences (CLACSO), the Project Clave on the social and educational inclusion in vulnerable bus and Ciencia Tecnología's and Innovación's National Program.

Of generic form, the realized consultations evidence their impression and objective need of their projections for the

educational transformation, which is why still they lack of a definition as of the present moment. In this frame, exists an amalgam of literature that they allow to the familiarization of the subject matter with the educational context of the century XXI and it generates the later opening of new lines of scientific investigation that they contribute to deepen and complejizar the boarding of the phenomenon in point for the New University (ONE). Besides, suggest of good practices and conceptions methodologies and typologies of activities that constitute opportune guidelines in relation to the management process by means of the educational inclusion university.

## 2. Methodology

Indicating for the characteristics of the theme and the complex reality that motivates his study, conceives a design itself metodológico of flexible form. In such a manner, the kind of investigation that is used comes from descriptive explanatory nature with the purpose of approximation to this reality. In this sense a qualitative study that is directed towards longitudinal prospective court's descriptive proposal during the period (2021) in Tecnología's Faculty of Health, in the one that one used theoretic methods in such comes true like: Historic logician, systematization, descriptive statistics and the consultation to expert, and empiricists: The observation, the documentary analysis, the opinion poll and the interview.

You applied over yourself a questionnaire to 38 members of the management structure of Tecnología's Faculty of Health among themselves to the Executive Board (9), to the Departamento Metodológico (15), Departamentos's Jefes (2) and Cuadro (beneficence, her no maleficence, autonomy, the informed consent and justice), than for his role in the university address, they allow relating beginnings bioéticos (, with the beginnings of their own of the Sciences of the Medical Education teaching helping investigating integration, the linkage I go into work and theory with practice, (12) The on-the-job education like form of organization of teaching, the teaching tutorial and the continued education and permanent), with the philosophical beginnings for the quest of the knowledge on the field of study. Proposal that you dialogue with the scientific technological advances, the relation of science and philosophy, which merita holding the proposal of the Concepción Metodológica like tool that can be utilized of intervention to promote the quality of address in the Technologies of the Health from the critical thought at the university scenes like culture of the change and the technological progress that propitiates the task of the Medical Sciences.

## 3. Results and Discussion

The analyses of the data obtained in investigation evidence the pertinence to focus good directing practices, methodologies, educational negotiations and inclusive cultures that relate with the educational reality. In this sense,

the normative documents that guide and in turn lead to the understanding of this topic when they come into question are conceived than: "Teaching methods and learnings that respond to the space-time to encourage the perfecting of the education with initiatives and inclusive theories of quality in its context are converted in contextualizar's need" (MONTH) of the Republic of Cuba) [3].

For his importance, the results that today are submitted to discussion at the academic scenes with respect to the process of university address and educational inclusion, settle answering to the changes of the surroundings and to the requests socioeducativas to encourage the development and the quality in technical training. In such a manner, the changes offer new opportunities and they become fortresses to advance in conception and step of the university address.

With regard to this matter, Oscar Jara Holliday in the year presents 2008 than: "The Concepción Metodológica, stress the depth that way and strategic the one they must be with guided and once the programs were structured and projects of education and of social promotion, that is, criteria and beginnings one must encourage with" [4]. In this sense, the Concepción Metodológica can be conceived from various paradigms and methods, forms to organize the management process in terms of concrete situations and particular objectives to achieve in the century XXI.

On the other hand authors' bus of Manzanillo's university Filiar in the year 2014 affirm than: "Concepción metodológica is a way to conceive the reality, to get close to her to know her and to act on her to transform her" [5]. It is, for it, the value than merita the conception in terms of applying methods and active and communicative techniques within the global frame that his true sense to resolve must evidence the problems before described of the university address. University address than in the Technologies of Health, the theoretic foundations constitute metodológicos of the university address in mail, with the requirements of the scientific technical development and economic conditions, social and politic of our country, that it allows basing the characteristics of the identified competitions to undertake the institutional address and the university processes at Health's field.

A Concepción Metodológica's proposal constitutes a dialectic, multifaceted phenomenon that becomes a social fact that can not exist out of that space; Consequently, it is found in constant change and transversaliza the educational life's spheres. In like manner, the multi-disciplinary focus for the educational inclusion in technical training can come true to the inside of this concrete reality, because that's where it is generated, you reproduce and it gets modified.

Precisely, Parrilla, angels in the year 2007 in his article Educación Inclusive, they coincide in the opinion of than: "They would be able to examine significances and implications that which hide themselves after some educational practices classify like inclusive, however, they do not do more than perpetuating the status of the system and opening new doors to the marginalization" [6]. Of the such mode, the participation and the inclusive communication in

the NU, tools and practices of the step of address in favor of the changes that emerge at Tecnologías's Universities of Health can constitute, than from his theoretic practical conceptions, they must expedite good and demanding directing actions that have an effect on favorably the competitive context that they unroll the universities as of the present moment.

For his part, Niklas, Luhmann in the year 1998 in his thesis on Complejidad and Modernidad: You affirm of the unit to the difference: "What if he pays attention to the structural developments inside of these educational systems, they will be able to ignore themselves for longer the effects of an increasing solidity and prevalence of the difference between inclusion and educational exclusion. In front of the ecological problem, today you consider yourself dominant, about this difference he can begin to come to scene a tendency that you merit, when less, so much attention like that one and produce no less perplexity." [7]. The new times demand in turn, placing the look to the prevailing paradigms in the development of the universities like step of change in higher education. Transformations that require or to the less attempt looking like reality.

The argumentation of the obtained results yields calculation the prevalence to specify the functioning of the organizational structures of address of the institution at the surroundings in that the NU is unrolled. Academic entity that you demand like challenge, focusing the university address of proactive form on the difficulties of the surroundings in terms of the proposed objectives multi-disciplinarily. In the structural diagram Niklas, Luhmann in the year you present 1998: "The difference has consequences that evidence an extraordinarily loud variation for regions, that does necessary an investigation that is detailed in each case in the semantic diagram, exclusion is what you continue to be not convenient when (exposed) these conditions are said or occasions" [7].

For that purpose, the university administration presents the need to expedite inclusive processes than from his sistematicidad and step, implicate the actors that participate and are a part of the teaching in the Technologies of Health. I confer an objective aspect to that you must be guided like joint responsibility and social commitment, to the need to democratize his structures of functionings that have an effect on favorably the management process of inclusive form, and decrease the effects excluding that they reproduce educational systems. Therefore, a tool to consider at this scene, constitutes it the academic capacitation and systematics of the staff of address. Human resource that the attention in conception and planning of inclusive and communicative processes, which center his results of learnings hold him in the formation based in competitions with the NU in the century XXI.

With regard to this matter, Cavalli, Sforza in the year you affirm 1970: "The colleges must contribute to this general policy of the universities with an orientation that it be detailed, focus him toward the primary problems of health and to the investigation on scientific theoretic aspects of the medical sciences" [8]. In this sense, the conception of

improvements of university addresses, proactive focuses must conceive that they break away from the schemes and reactive policies that they do not enable confronting the problemses than himself visibilizan in the present-day context at a scene that you open with the doors information technologies and the communication based in competitions.

In another line of thought, Birgin, Alejandra in the year 2000 in his scientific article the teaching like work: You rule the construction of news of inclusion and you consider exclusion: "That today we experienced a colossal transformation that the corporate structure biases, and it inverts the dynamics of the social promotion toward a dynamics of descent and educational exclusion, that you affect the educational structures and that you construct vulnerability and marginalization as this far it was unimaginable at the social panorama. The development that you precede seems to confirm that the society's these fractures are more and more dominant in educational contemporary plot's articulation" [9].

Transformations than from the university address of management process, they constitute the capability to predict, to forecast, to promote or to direct these transformations for the change of the surroundings that the NU demands and requests professionally.

In mail what one details to for the (ace) authors (ace), the roads that plug up and for the alternatives that are insinuated, you are necessary to investigate systematically in productivity and pedagogic creation and didactics of the management process and educational inclusion. Environment that they demand as such, new modes of regulation, practical news and directing styles, as well as Concepciones Metodológicas inclusive, innovative that they increase the power of forms of objective communication to advance and to be able to construct another pedagogic addresses that they identify and dialogue with his space-time in the NU from a multi-disciplinary focus.

With regard to this matter, Echeita, Gerardo in the year 2008 in his article inclusion and educational exclusion. Again "voice and sorrow, sketch: "Than the educational inclusion, an aspiration comes today from all of the educational systems of Latin America and he would be able to not be in another way if we aspired to that education, really, contribute the development of more fair, democratic and solidary societies" [10]. The theme of the educational inclusion like human universal right becomes a need for the design and functioning of the universities of the century XXI. In This Sense, the investigation as part of his results, presents a set of irregularities that they favor or the development of the university management structures about this educational phenomenon, which limit they mention themselves from now on.

#### 4. Irregularities

To sorrow that the State conceives educational policies to decrease exclusive educational actions, still his objectives demand practical inclusive news of university address to

articulate communicative focuses that make easy processes of educational inclusion in the NU of the century XXI.

Need of a Concepción Metodológica of the processes of educational inclusion from the university paradigm respond from his creation and technological innovation to the amendment to the articles of incorporation.

Insufficiencies didactic conceptions and inclusive methodologies that contribute coherently, to the understanding of the value of the contentses; As well as the overtaking rational with the historic social context.

The teachers do not perceive communicative strategies that they involve like moral subjects and empoderamiento socioeducativo, processes of educational inclusion in mail with the mission of the institution of advanced studies.

The flows of information that must operate from an university thought that they generate formative processes at the new university, the capability of organization, planning demand, and the capability of step like tool of teaching work in agreement to the educational dynamicses.

The actors that take part in in the direction of the process teaching and learning, do not have an adequate Concepción Metodológica that expedite the inclusive processes of educational participation, and separate the exculpatory decisions at the university.

The empty verticalistas of processes of the construction and united elaboration evidence decision makings that the analyses on exclusion and educational inclusion at new university demand the need to articulate multi-disciplinary focuses of strategic processes of overcoming and professional address, that they conceive from the scientific knowledge.

They show up in the practice of formative address, knowledge updated of inclusive policies that they favor the management process communicative that they act on exclusion and educational inclusion.

The investigation evidences insufficiencies of availability of indications, suggestions, methodologies, and of interchanges socializadores for the perfecting of processes that they have influence in the results excluding that are articulated at the university of inclusive participation.

The irregularities that propose the debate themselves, allow to redesign conceptions and multi-disciplinary focuses that they exercise from the scientific pro-activity that they base the production of structures of functioning for the university address, a set of objective actions and pedagogic instructions. Address than, of conscious form, achieve expediting the processes of university step, and permit an approach to the directing problemses than they underlie from the beginnings of the educational Sciences in her. Science that this educational phenomenon in his multiple dimensions and indicators at a so complex scene must explain from the interrelation practical theory eat diverse, to his acting and projection at the field socioeducativo.

The idea that is argumented favors the proposal of the Concepción Metodológica from a multi-disciplinary focus, which merita of inclusion and diversification of telling abilities adapted to higher education, and in particular in the

Technologies of the Health like tool and method of continuous work, where the unit between the cognitive structural processes and the participation like social empowerment for the transformation with respect to the educational context, achieve a bigger efficiency and efficacy of the organization through an adequate university address. As a mere formality for this purpose, it proves to be necessary to create the actual conditions that favor creative environments, which hold him of scientific knowledge and unroll the autorresponsabilidad, favor all of the actors' processes of horizontal participation of conscious and quality form that take part in the university step like culture of change and of good academic practices in the NU of the century XXI to form competitive apt subjects for the social transformation in the sciences of health.

The Concepción Metodológica departs of: "The theoretic construction that allow accomplishing proposals metodológicas of instrumentation, and in turn, describing, structuring and representing integratively, new actions member pedagogic" [11]. In concordance with the author, the conception is a part of the culture of change and of the very effect of the transforming activity at this scene. Constitute in your own essence, a proposal for an university education for the change based in the step and the culture of university address. Culture like tool of approval and mobility of thought and action to change the university surroundings from a multi-disciplinary focus, in the one that the educational inclusion generate innovative forms of thinking in to be like philosophy of acting in that you have influence upon XXI. in the overtaking from a new conception of the objective world the century.

In this way, the conception is given because the objective and subjective contents of the system of moral values varies metodológica in mail with the tendencies of the social development with the tendencies of the university contemporary thought and. The way one conceives in can provide tasks than for his inducing nature, direccionan toward the development of the critical thought and self-defining innovator and scientist that must be evaluated in the practical cognoscitive activity.

The Dr. C Salazar. O. MR in the year in doctoral investigation (2019), Concepción Metodológica for the studies you enunciated the utilization of the critical thought of the natural medicine in Tecnologia of the intervening Health than: "A conception calls for that the evaluation favor new tasks that the trans-missive models of information break than in general, they learn of acritical way that they contribute to new revalorizations, in order to generate true spaces of scientific discussion" [12].

This line of thought results from interest going on board in this context, since contributions from the pedagogic and historic cultural focus for the interpretation of the processes of educational inclusion in technical training incorporate. His innovative character constitutes an invitation at the rate of exchange of intention, to a creative vision and the application of the development of the technical news of communication and the information once the educational superior needs for

the transformation of the process of university address like social organism were adapted to. One of the essential elements of conception consists in understanding the emergent immediacy the university address facing integrating processes, techniques, styles of leaderships, competitions and innovative scientific methods that support from the systemic focus like beginning metodológico themselves, to achieve the unit of purposes in leaders and the human resources, with the aim of developing the sense of pertinence like contribution within a new model of university, to the integral same formation of the subject for transformation and of the subject like social process, with the aim of achieving relevant results in the education in the Technologies of her, emerges Health and for the society like totalizing unit.

In the particular case of education, this submits to medullary changes as from the transformations that whose bases come from investigations they are in the various criteria once 2002 were contributed by Serra in the year, Borges (2012), MINED (2015), Pérez Galdó and Hernández Pérez (2015); They all contribute an element jointly: The right of every person to take part in the society. It implicates the construction of management process based in inclusive initiatives, news Concepciones Metodológicas, abilities, forms of organization of teaching, evaluation, means of teachings, decision makings, and the democratization of communicative focuses, that they have an effect on of significant way the NU's development; As well as the reduction of the educational exclusion in front of the new challenges that they compromise the university thought of the century XXI like social projection.

In consequence with this look, the Dr. Núñez Jover presents in the year 2017: "Than the development of the University, the science, the technology and the sustainable development, advancing toward a model of higher education seems convenient that I promote the sustainable development, once the fight against poverty was included and the social inclusion. That debate happens today in Latin America and it is promoted by Universidades's Union of Latin America" [12].

Space that you demand from the educational focuses in the NU, the need to propose a Concepción Metodológica than of exit to a set of irregularities that are foreseen in the educational contemporary reality from the university paradigm, that claim of a multi-disciplinary focus of his trigger them.

## 5. Findings

The challenges that the NU of the century imposes XXI sues like proposal of change, a Concepción Metodológica that implicate the educational immersed actors in the management process like theoretic practical tools university. Aspect than from the scientific thought, assume with joint responsibility and social commitment criteria and beginnings metodológicos that they allow structuring all of a conception of work stops: Planning, laying plans, executing, evaluating and systematizing university orderly and coherent

management process with an accumulative logical sequence that they give as a result the qualitative transformation of the situation of whom and split itself.

Expediting the potential accumulated of knowledge, capability of institutional and the human resources for the sake of strengthening the university address. In like manner, it comes into question, redefining the show of university address like: Critical constructive activity of the educational reality and counseling with voice and own directing judgment in terms of the social institution's mission. In this sense, integrating the need of a multi-disciplinary focus to the Concepción Metodológica in which participation and the inclusive communication convert him in tools of functionings of the low management structures forms and competent contents in the Technologies of Health.

The investigation evidences the need of the scientific knowledge in general and the in need for the higher education in the university address, the fact that you did not sole is a cultural and educational patrimony of the nation, but of the model of society and of university that you forge for yourself in Cuba. In such a manner, the Concepción Metodológica's proposal supposes a news and more designer and innovative philosophy of work and, therefore, you favor a bigger development of the step and university address. It involves did not sole a new conception but also, a new model of address as a mere formality the requirements that XXI. imposes the contemporary context in the century

For the scientific new thing of his results, still the referent at this field of study are insufficient and they is recommended to continue delving deeply into the theme in concordance with the educational policies of face to the conception of the NU of the century XXI.

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