

## System of Activities to Develop Intercultural Competence in Nursing Students of the Faculty of Medicine Dr. Enrique Cabrerás, Cuba, 2022

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### Abstract

**Introduction:** The language influences the way of thinking, living and relating to each other of its speakers due to its role in reflecting the practices of each collective human and the transmission of knowledge. This means that communication and learning English as a foreign language include the elements of culture reflected in this language.

**Objective:** Carry out a system of activities to develop intercultural competence in nursing students.

**Materials and Methods:** A system of activities is proposed through an agenda of proof, documentary study, compilation and information during the entire stage of the investigative process.

Several research methods were used, in the empirical methods, the observation of the survey and interview. In theoretical methods, historical analysis logic, the systemic approach and modeling, as well as the logical procedures of the thinking and mathematical-statistical methods.

**Results:** The learning of English as an international language and knowledge corresponding intercultural studies is especially valid in the subject of English, based on a system of activities, for the perfection of the language for which they must learning to communicate in that language implies mastering intercultural content that allow efficient interaction with people, authorities, organizations and works in the countries where they perform their functions.

**Conclusion:** Learning English as an international language and knowledge corresponding intercultural activities, through a system of activities, results essential in this development.

**Keywords:** Language; Culture; Activity System; Intercultural Competence; Foreign Languages

## Introduction

The development of intercultural competence demands from the apprentice a language the consequent knowledge on various linguistic aspects, paralinguistics, as well as the sociocultural contents of the target culture or cultures study. It also demands the development of certain skills, which implies the availability of resources on the part of the student of the language to carry out the communication established with other speakers; as well as the development of values and attitudes that facilitate the communication that is established between both cultures.

Different studies point out the importance of intercultural competence in language teaching and learning processes, since language and culture maintain a relationship of mutual enrichment [1,2].

In this sense, Paricio [3] affirms that even when, today, the intercultural competence as an important element in language learning, not there is sufficiency in its approach within teacher training programs. It also mentions that “teachers must be critical professionals and “He is thoughtful, capable of promoting tolerance and respect towards “the other”..., and that He himself must become an ‘intercultural learner’, capable of promoting the autonomous work of the students and of acquiring the same skills and attitudes that he intends to develop in the latter.

This indicates that, for a language learner to be competent intercultural​ly, their teachers will be the people called not only to develop this competition, but to become a model of it themselves. For this reason, it is necessary that intercultural competence be a key element in the training of nursing professionals [4].

Intercultural competence, according to the Instituto Cervantes [5] is the ability of the student of a second or foreign language to function independently adequate and satisfactory in situations of intercultural communication that are frequently occur in today’s society, characterized by multiculturalism.

Intercultural communication is defined as that which results from the interaction between speakers of different languages and cultures. The interlocutors who participate in intercultural encounters have previously undergone processes of socialization different and have developed different knowledge frameworks; your competition intercultural allows them to effectively satisfy their communicative needs by overcoming those differences [5].

Culture, for Iglesias Casal [6] can be defined as a series of habits shared by members of a group living in a geographic space, learned, but biologically conditioned, such as the means of communication (of which language is the basis), social relationships at various levels, the different daily activities, the products of that group and how they are used, the typical manifestations of personalities, both national and individual, and their ideas about their own existence and that of the other members.

The system is an intervention model that, according to López., *et al.* is “a set of logically interrelated components that have a structure and meet certain functions in order to achieve certain objectives. In this sense, the system allows you to clearly organize the components and with each of the functions to fulfill within it.

In the interaction between people of different ethnic origin, speakers of different languages and proceeds from unequal historical-cultural contexts, it is based on the communication, understood as the process of exchanging meanings in which mutual learning takes place, and in which it is necessary to know, accept, respect and enjoy the cultural differences of today’s world [7].

Learning the knowledge of the foreign language is essential for all peoples, regardless of their social or cultural background. All this generates a change, in which lays the foundations on which educational activities can be built to identify what is expected of the student, what he is capable of doing, understanding, a Once the learning process is finished, as well as how they should reach competencies determined [8].

The mastery of foreign languages constitutes a demand for the citizens of each country and its teaching requires constant improvement. So, all levels of the Cuban national education system include teaching learning foreign languages, particularly English as one of the most internationally disseminated [9].

In the literature reviewed in the area of didactics [10-12] the authors, as a tendency, point out that the aforementioned process is oriented towards the development of competence communication skills of the student in the language studied, which presupposes appropriating knowledge, skills and values to use it in the interaction with others according to the communicative context and the norms set by its speakers.

Activities to promote intercultural competence for this context should meet requirements such as: be motivating (especially, for recipients of the research who are in age groups between 25 and 35 years of age), interactive, related to professional communication events and with different areas of verbal activity (oral and written expression, listening comprehension and reading comprehension).

The researchers consider it necessary to develop in these Nursing students who study an idiomatic culture, who feel the need to know the language and dominate it, in order to access the socialization of their own knowledge and by consequently achieve an improvement in the performance of the profession in all spheres of action and in the optimization of the teaching-learning process, by use the English language in their classes, recognize it and accept it as a complement to his teaching.

To solve the problems of this teaching experiment with students of nursing, yielding said project excellent results in the area of motivation and cognitive development, to link knowledge of culture and the foreign language included in their study plan and understanding that students express difficulties to express themselves in a foreign language, the authors of this research.

### **Objective of the Study**

The objective is to carry out a system of activities to develop the intercultural competence in Nursing students at FCM Dr. Enrique Cabrer​as.

### **Materials and Methods**

From the dialectical materialist approach, which constitutes the general methodological basis of the research, several research methods were used. In the methods empirical observation, applied to identify the main difficulties in the development of intercultural competence in Nursing students, during the characterization of the current state, through an observation guide for visits to lessons.

The survey was used to know the criteria of the students about the relevance of the system of activities used for the development of intercultural competence, during the stage of characterization of the current state, through a questionnaire; the interview, to collect information regarding the teachers' criteria about the development of intercultural competence in these students, during the stage of characterization of the current state through an interview guide. The proof pedagogical, was used to assess the knowledge, skills and values developed.

A system of activities is proposed to evaluate it through a test agenda, documentary study, compilation and information during the entire stage of the process investigative.

The study of theses, digital documents, books and articles by different authors on the development of intercultural competence facilitated the research process. The instrument used was the content sheet. It was also used to study the syllabus of the subject and the textbook regarding how to promote the development of intercultural competence and what activities are used. The instrument used is the documentary study guide; expert judgment is used before the application of the proposal given by the authors to theoretically validate the system of activities and the relevance of the proposal.

For the selection of experts, a questionnaire of open questions was applied and the Delphi system to perform a structural communication technique.

In the theoretical methods, the historical-logical analysis was used to assess the evolution history of conceptions on the development of Intercultural Competence; the systemic approach, to elaborate a systemic conception of the activities for the development of intercultural competence in English as a foreign language. Modeling is used from abstraction to design activities aimed at the development of intercultural competence in order to satisfy the needs of this in professional performance.

During the development of the research, the authors used different logical thought procedures, within which is the analysis, synthesis, induction and deduction, which favored the establishment of the characteristics and relationships that are established in the teaching and learning process in relation to the English language, the mother tongue and its culture.

In the mathematical-statistical methods they were the tabular ones of the statistics descriptive to process the results of the instruments applied in the exploration initial and characterization of the current state. The Delphi method of statistics does not parametric was used to process the data obtained from the consultation with experts.

## **Results and Discussion**

The origins of the Communicative Approach can be found in the thinking of various authors of the 20<sup>th</sup> century. The theoretical works of these authors in the field of Language Sciences have influenced the constitution of the communicative approach. Already Since the second decade of the 20<sup>th</sup> century, theories have appeared that focus on the need of studying language from the process, from the concrete statements that speakers produce. For example, the theories of Mikhail Bakhtin, Valentin Voloshinov, Vygotsky, Bruner [13].

An important aspect to address this issue is to know the concept of competition. Authors such as Castellanos, *et al.* [14] define it as: ... a psychological configuration that integrates various cognitive, metacognitive, motivational and personality qualities in close functional unity, self-regulating performance real and efficient in a specific sphere of activity, in correspondence with the socially constructed desirable performance model in a historical context concrete.

Communicative competence in foreign languages is also defined as: a psychological configuration that integrates knowledge and discursive skills, metalinguistic and metacognitive, the attitudes and values required to signify, interact and regulate contextual discursive performance efficiently, whose empowerment contributes to the cultural and humanistic development of the personality of the student according to their needs and the demands of their historical-cultural context [8]. At present, communicative competence is studied as a dimension sociocultural by various authors [1-4]. On the other hand, the concept of competition Communicative indicates the ability to formulate appropriate grammatical and socially. For these authors, taking as reference a series of definitions above, communicative competence is conceptualized as understanding and production of messages, both oral and written, and involve four skills Linguistics: speaking, listening, reading and writing.

Therefore, they come to the conclusion that communicatively competent people.

They are the ones who know the linguistic code and have developed the ability to know what to say, to whom and how to say it [15].

The authors assume the concept of communicative competence raised by the Professor Vega because he expresses that he understands the skills and knowledge that an individual must have in order to use linguistic and translinguistic systems that are available to you to communicate as a member of a community given sociocultural.

Likewise, they assume the concept of intercultural competence given by Professor Vega: "Intercultural competence refers to the dimension of communicative competence that integrates the knowledge, skills and values required for the intercultural communication, that

is, for the process of mutual understanding deployed in the interaction in English as a foreign language with representatives of different cultures, whose contact can be direct (between subjects) or mediated by cultural products” [16].

The key concept in the study of intercultural communication is undoubtedly that of culture. In this context, the term culture is used in its anthropological meaning. The traditional anthropological perspective defines culture as a mechanism of adaptation: the totality of tools, acts, thoughts, and institutions by means of which a population is maintained.

Intercultural communication is a form of communication that aims to sharing information between different cultures and social groups. Used to describe the wide range of communication processes and issues that naturally appear within an organizational or social context made up of individuals from different religious, social, ethnic, and educational backgrounds. In this sense, the intercultural approach is a critique of systems that “tolerate” the cultural differences or even exalt them, as long as they remain easily identifiable.

In addition to language, intercultural communication focuses on social attributes, patterns of thought, and the cultures of different groups of people. It involves the understanding of different cultures, languages and customs of people from others countries. It plays a role in the social sciences such as anthropology, studies cultural, linguistic, psychology and communication studies. research studies a part of developing intercultural communication skills.

Michael Byram defines intercultural communicative competence as the “ability to understand and interact with people from other countries”. The intercultural speaker will have “the ability to see and manage the relationships between yourself and your own beliefs, behaviors and cultural meanings, expressed in a foreign language, and those of their interlocutor, expressed in the same language, or even a combination of languages which may or may not be the language of the interlocutor” [17].

The concept of intercultural communicative competence [17] includes the sociocultural, the social and strategic within said competence. It also identifies four dimensions called “knowledge”, which are related to the capacities and student skills. They are:

- Knowledge/knowledge: knowledge of social groups;
- Skills/Knowing how to understand: skills to interpret and relate;
- Skills/Knowing how to get involved: political education and critical cultural awareness;
- Skills/Knowing how to learn and do: skills to discover and interact;
- Attitudes/Knowing how to be: relativize one’s own and value what belongs to others [17].

In this way, the learner of the foreign language becomes a speaker who communicates with a native speaker with a very calm interaction behavior for both, without giving up their own identity, understanding the cultural identity foreign and their own, an important aspect for a doctor in training.

Based on this idea, it is possible to establish the components of the development of the intercultural dimension in its necessary inter-relationship with the discursive relationship and the linguistic communicative competence. The learning components for this research are knowledge, skills and values [18].

Systematizing the above, the following dimensions and indicators are determined.

### **Cognitive dimension**

It refers to the knowledge of the English-speaking peoples in the light of the peculiarities of their own language.

### **Indicators**

- Knowledge of everyday life: food and drink, schedules, traditions and celebrations, housing and everyday objects, the world of work, the recreational activities.
- Social context: institutions, social classes, legal and economic order, educational organizations, personalities and relevant figures.
- Physical-geographical context: knowledge about localities, arts, religions, history, literature.
- Linguistic exponents: denotes the aforementioned phenomena and processes.

### **Procedural dimension**

Abilities to interact with representatives and cultural products of the peoples English speaking.

### **Indicators**

- Compare the foreign culture and their own.
- Select communication strategies to start communication, maintain it, repair and conclude it according to the rules of interaction in different events communication on cultural issues in English.
- Use linguistic exponents to exchange on given cultural topics.
- Interpret and critically evaluate what the interlocutor and the products express intercultural.

### **Axiological dimension**

Understands the values for mutual understanding and collaboration in situations of exchange in English.

### **Indicators**

- Respect for linguistic diversity.
- Reaffirmation of one's own linguistic and cultural identity.
- Polite and respectful verbal interaction.
- Positive feelings towards the foreign language and one's own.

These dimensions and indicators are based on the analysis of the contents of the units of the English training course in the field of communication intercultural.

A training course is a permanent and planned activity based on the preparation of the personnel that is going to carry out a certain work activity. Trainings should do everything possible to delight students with the matters to be dealt with, and for this, they must be approached with creativity and dynamism, that is, should include participation activities where they feel safe expressing their ideas.

When designing a system of activities for the development of intercultural competence in Nursing students it is expected to obtain better results in the communication based on the English language, will be evidenced in a PNI test (positive, interesting and novel) [19].

## Conclusion

The competence in the Institute of Foreign Languages presupposes the link between the cultural and linguistic learning that enriches the student, whatever their training, without giving up their identity, learns to interact in English according to the communication and social behavior norms established by the inhabitants of the different environments in which they are found. Learning the English language in Nursing students is essential to raise the quality of the training of themselves. The proposed system of activities will contribute to the development of competition intercultural of our health professionals.

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