PAPER • OPEN ACCESS

Communications skills from methodology creative and model of the united nations

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Abstract: this article is result of the research which main objective was analyzed factors and influence of methodology creative and nations united model in the development of abilities in communication of the students of the ninth grade. the methodology incorporates writing texts, set ups, and descriptive researches. The investigation was oriented quantitative focus with an analysis technique of multiple results factorial, identified profiles of students with character of leaders; the sample incorporated 150 students of educational institutions in Norte de Santander-Colombia. The results allow us to observe four factors associated with communicative skills: pragmatic, with the practice skills for the readings production; factor normative, belongs to etic based parameters, factor diplomatic negotiator, skill to intercede in conflicts and factor communicative in assign tasks to groups and planning. Apply the methodology denominated creative and United Nations model, developed and enhance political communications skills, democratic, of planning communicative and ethical.

1. Introduction

Creative is methodology for the motivation for the learning of the natural sciences, is developed in four stages, the first stage associates the objectives to a problem to solve, for which, when initiating the class, the teacher proposes to the group a situation designed in such a way that the knowledge to acquire is necessary for its optimal solution [1]; it defines three situations, the action, the formulation and the validation [2]. For the construction of a concept it is indispensable the meaning that gave it origin, then, places the student in the historical context of this concept, identifies from historical examples, categories of obstacles (first experience, general knowledge, verbal obstacle, knowledge, unitary and pragmatic, the substantial obstacle, the realistic obstacle, the animistic obstacle and everything that concerns the quantitative knowledge), which allows a conceptual interrelation between the treated thematic and the phenomenological environment in which it happened [3]. The second stage contemplates reconstruction of the subject matter to be dealt with through schemes that act as means, allowing them to discover a logical solution to the problem situation raised in the initial phase [4]. At the end of this phase, the group is proposed to design and solve a problem situation (model) based on knowledge, in order to consolidate the sense of problem solving that refers to real phenomena. It is important to define three situations: action, formulation, and validation.

The functioning of the United Nation organization is based on three main pillars that understand the communicative dimension of the man [5], written production, the solving of issues as fact a key to take decisions, that affect the territory, in particular make namely with international repercussions, this same aspect contemplated in writings argued by them. The resources used in order to achieve the solving of

the conflict; the entities with their jurisdiction in a determinate fact by the problem [6]. The staff should invest time and enforced for the fixing of the situation. The same with the attackers and victims at the same time in debate and proceedings [7]. The handling of the skills as the use of rhetoric, the physical expression and the proper tone of voice, and the logics of the arguments used on the set in all this process [8], is need to take a description research about the handling of the main problematic question, taking a start starting point the subject in common of the different ideological entities being defended according to themselves.

The methodology added aspect where students reflect, being actor to confront obstacles in order to search a challenge for the self-convincement of its thoughts and actions, solving internal crisis of situate in world from an ontology dualism [9]. That make doubt your own arguments and points of view, reducing your capacity of opinion and expression to minimal debatable bases. For this reason, remains the importance of pedagogic activities that incentive the continued use of self-validation, body handling, according to the sense of expression that it is willing to give.

The teaching of methods and abilities of the cognitive use in the communicative field [10], sought recognize a tool that contribute to the civic, social, moral, ethical and political formation of the object of study, for which non rudimental and conventional methods, used to solving typical problems in a classroom, it's to change the monotony and deficient of participation in class, lack of expression or misinterpretation of logical statements and decision making for a common good, taking into account that every action must be ethical, that is, it must be carried out taking into account the opinion of the socio-affective environment that surrounds the individual [11].

2. Methodology

The research had a focus on quantitative methodology, because many differences were approached, known skills of the students from 9th grade, son as, for the oral expression, written production, scenes, and descriptive research and factorial design. As [12,13], the quantitative method uses the saving, and the data analysis in order to answer research questions and prove the hypothesis, trustworthy on the measure, the counting and the often use of statistics to establish the patterns of behavior within a population. On another hand, is consider the field design, because the recollected data at the field from the main subjects that were analyzed the students. For the characterization of each student there were analyzed the sample facing the age, gender, this was conforming by 150 students. 66.7% male student's, 50% with15 years old. They were studying since 2018, the average age is $\bar{x} = 14.9$ years old with a standard deviation s $= 0.39$ days.

The degree of reliability was reflected in the alpha coefficient of $\propto = 0.87$ and $\propto = 0.92$. To analyze the results, groups of students were compared, in Chi-square test p $= 0.095 > 0.05$ which indicated that the variable ability and group are independent [14], i.e. the results did not depend on the way in which the young people were selected. In the Smirnov-Kolmogorov test each p-value is greater than 0.05, then it was accepted that the groups were normally distributed [15]. In the homogeneity test of variances with Levesne statistic p $= 0.39 > 0.05$ it was assumed that the variances were equal for the three groups. Once these assumptions had been verified, a creative methodology and a United Nations model were implemented. In every factor analysis, there are the same number of factors as there are variables. The relationship of each variable to the underlying factor is expressed by the so-called factor loading, each factor captured a certain amount of the overall variance in the observed variables, and the factors are always listed in order of how much variation they explain. The eigenvalue is a measure of how much of the variance of the observed variables a factor explains. Any factor with an eigenvalue ≥1 explains more variance than a single observed variable [16].

In order to measure the namely, was apply on a first instance an instrument that allow to measure skills in role delegated person's, to United nations methodology used a second instrument in order to synthesize the behavior model within a delegated person [17]. At the same time, lessons were given about the united nations methodology [18]. The analysis of the information was done with the statistics software SPAD specialized V 5.6 the register was made taking into consideration the nature measure of

each one of the variables also the selection of the techniques and the description analysis that are proper, for each one of them.

3. Results

The analysis these gave as a result the ability in mayor percentage, 10% responsibility, 8% behavior, 9% lobbying, in the categories creation and management of the portfolio, students were characterized by high scores in responsibility variables with an average of eight points, openness to dialogue and quality with averages of seven points, in codes with variables parliamentary development, procedural development, and clothing obtained average scores higher than six points; factor skill with variables diplomacy, lobbying had scores higher than eight points, discussion with oratory skills, leadership, formal and informal presentation had scores higher than six points.

When adjusting p for the Bonferroni method [3], suitable for equal variances, as the homogeneity test of variances (Levene test) was not significant. the comparisons between means of the groups were not significant, $p > 1$; therefore, there is evidence that allows to infer that, there was no significant difference in the place occupied by leading representatives representing different countries. Within-cluster differences were described in terms of the 18 dimensions, overall unit effectiveness, and in terms of other "demographic and leading" variables which were external or internal to the clustering process. These variables included: unit function, study-setting dispersion, growth result know, technology employed, and skill level of the commission members. Significant relationships were found between the behavioral styles of the clusters on the one hand, and each of the demographic and leading variables and the overall criterion of effectiveness, on the other. The rationale and benefits of clustering commissions into groups were discussed, and further research ideas were proposed.

In the similarity analysis, the sources of error and variation did not affect the hierarchical methods, each joining (fusion) of two clusters described characters, according to distance (dissimilarity) among the leaders participants in the institutions; a group one conformed young's motived to debates and planning solved problem in children, sustainability and adult; the second group conformed motived young solving problems associated to conflict, migration, war, water, hungry. However, distance into groups was minimum, so it is observed that all of them have the same characteristics, so this concludes that the sample has the same conditions, and the united Nations and its methodology proposed sceneries to reflexing and development abilities in young's. On the other hand, leaders maked quality portfolios, related with the speech and it with their responsibilities. Diplomacy wasn't related to other variables. The heating diagram disposes mostly warm tones, which means a tendency to reach high values per items, what it means the achievements of goals in participants around communicative skills.
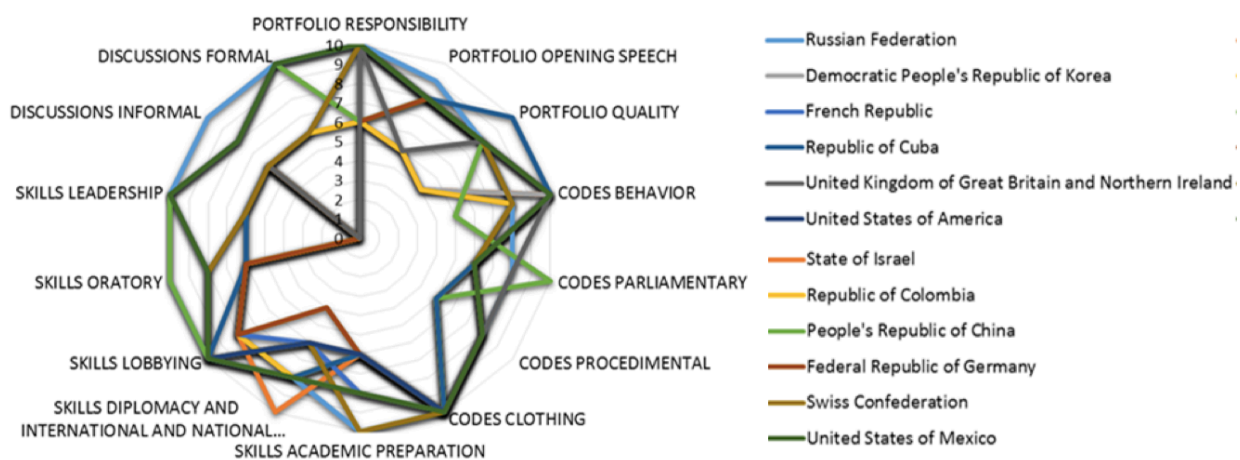

Figure 1. Diagram Mesh, skill by delegation.

There is the main score obtained according to the assigned color having low UK scores, and north Ireland scores, also Germany, Cuba and Israel scores (Figure 1). On a debate, the Russian federation was known for having the highest scores as the USA and Mexican scores, around 8 and 10. Once it was obtained the factorial solution satisfced the need of the technique, the researchers most give a significance to the foundlings discovered the process implies a substantive interpretation of the patterns of factorial charges for the variables, including the signs in order to dominate each factor [9]. For the conception of the factor label, it is considering all variables, according to heavy of the factor structure. This value determined the first factor called pragmatic, the one that reunited practice skills on the writing development and redaction. The second factor, normative, behavior code based on ethical parameters. The third factor, diplomatic negotiator, defined as skill to intercede conflicts. The fourth factor Communicative planning skills, the group of communicative skills. Apply the new methodology denominated creative and united nation's type as a multidisciplinary activity, for the formation of political skills, democratic, communicative and ethical [10].

4. Conclusions

The creative methodology based on the model of the United Nations, allowed the identification of predictors of the creativity associated with the motivation for the analysis of public policies, their diffusion, planning, the degree of interest they have in the political sciences, public administration and humanities, the degree of satisfaction produced by solving problems with statistical support, their inclusion in democratic processes and ethics in social contexts with vulnerable population. Four factors associated with communicative skills was factor pragmatic, with the practice skills for the readings production; factor normative, belongs to etic based parameters, factor diplomatic negotiator, skill to intercede in conflicts and factor communicative in assign tasks to groups and planning.

Recreated simulation scenery is constituted in pedagogy sustain in order to take part in debates as a new methodological tool to encourage communicative skills in different sciences.

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