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## **The satisfaction of basic psychological needs from the class**

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**Abstract**--The present investigation was carried out at the University of Guantánamo, specifically with the students of the Bachelor of Biology Education, it is aimed at designing educational actions to favor the satisfaction of basic psychological needs. Research methods were used: theoretical, empirical, and mathematical-statistical, which allowed the direction and analysis, in which the need for satisfaction of these was evidenced, since having a motivated subject will increase the performance towards the different tasks that are presented. In day to day. In the diagnosis it was found that the group lacks tools that favor the adequate satisfaction of basic psychological needs. The educational actions that are proposed constitute an alternative solution to the stated problem, as they favor the preparation of the Psychology subject based on the satisfaction of basic psychological needs in students.

**Keywords**--educational actions, psychological needs, students, psychology.

## Introduction

The training of educators in Cuba aims to guarantee the efficient preparation of teachers to meet the demands and needs of the school, which demands a dynamic and creative teaching, with deep Martian and patriotic roots, which contributes to the integral formation of students, so that they can respond for themselves and beyond the school, to the requirements that the development of society imposes. In Cuba, this training is characterized by being a process in continuous improvement from a conception that involves knowledge and feelings in function of the growing demands that the teacher needs in the formative plane for an efficient performance of their tasks and functions. Pedagogical careers have the mission of training education professionals in different specialties. In the XVI International Congress Pedagogy 2019, Rolando Forneiro Rodríguez, Deputy Minister of Education, said that "the most important thing, if it is about teacher training, is that young people feel motivated by this type of careers" he also referred to "the importance of achieving a favorable articulation between secondary and higher education, so that the process is increasingly better accompanied by knowledge, values, skills and motivations that respond to the demands of the university and the development of the country".

In this sense, Higher Education has as its fundamental objective the training of an efficient professional, capable of acting responsibly in the solution of the problems that he must face in his professional practice and for this it is necessary to work from his entrance to the University in the motivation and development of interests and professional skills. To achieve the satisfaction of these basic psychological needs, it is guided by motivation, which is the cardinal condition that guides the person to the mobilization, that is, that with greater enthusiasm and confidence, it will increase performance, persistence and creativity, a necessary condition for learning (Ryan and Deci, 2000). In this sense, education, as a means to provide optimal conditions for life, transformative and generating more just and equitable societies that favor human development, must be based on what is good for the person "that emanates from internal arguments from the individual himself", that is, the reasons for educating himself must be based on what he values internally and what is in accordance with his sense of life.

Many studies refer to high levels of autonomy and competence being related to satisfactory learning practices and that performance in the study is strongly associated with self-determined behavior (Hui & Tsang, 2012). Related to this, Ossa and Aedo (2014) propose that this concept should be considered in school standards because the skills developed by it are inherent in the teaching-learning process. The author has an accumulated experience of 10 years as a university professor at the current University of Guantánamo. His performance has focused on responsibilities associated with the methodological work in the subject of Psychology, in the conduction of the collective of Subject of Psychology in the Discipline General Pedagogical Training, as well as the teaching of the subject in Pedagogical Careers, fundamentally in the career Lic. in Biology Education. These elements together with the research carried out in this line have allowed him to verify that there are insufficiencies in:

- The level of autonomy on the part of the students of the Lic. in Biology Education career, to solve tasks related to the training process (academic, research, work practice).
- The development of professional competences (communicative, computer, pedagogical, didactic) in the students of the career Lic. in Biology Education.
- The development of skills for teamwork in the students of the Lic. in Biology Education career.

In this sense, this work is oriented towards the objective of: Designing educational actions to favor the satisfaction of basic psychological needs in students of the career Lic. in Biology Education.

## **Method**

The research has as its methodological basis: the qualitative methodology in which Participatory Action Research is a method of study and action of a qualitative type that seeks to obtain reliable and useful results to improve collective situations, basing the research on the participation of the groups themselves to investigate. It is that the population groups or groups to be investigated go from being "object" of study to "subject" protagonist of the research, controlling and interacting throughout the research process.

## **Theoretical Methods**

### **Analytical – Synthetic**

with a view to the analysis of the research process, from the identification of the insufficiencies generated by the research problem to the interpretation of the results of the criteria of the investigated subjects and the final conception of the research report.

- Inductive - Deductive: used throughout the research process, from the elaboration and interpretation of the results emanating from the application of the instruments in the assessment of the initial state of the problem under study and the criteria of the subjects on the subject being investigated; in the identification of the background of the study of basic psychological needs and in the conception of the proposed educational actions.

## **Empirical Methods**

- Documentary analysis: to obtain information on the problem specified through the review of the methodological work plans of the FPG Discipline, and the biology career, to the Educational Strategy of the 2nd year of this career, the program and the preparation of the subject Psychology.
- Interviews: to managers, professors of the subject Psychology and students to know the criteria they have on the work that is done in the career, depending on the motivation and satisfaction of the Basic Psychological

Needs in the students of the biology career of the University of Guantánamo.

- Participant observation: to classes, methodological activities: (FPG Discipline and Year Collective), to know the work that, in the methodological order, teachers carry out based on the satisfaction of the Basic Psychological Needs in the students of the biology career.

### **Psychological Tests**

Applied to students of the Biology career of the University of Guantánamo, such as: Ten desires, Scale of satisfaction of basic psychological needs modified.

- Ten desires: It allows to identify the main needs, aspirations and motivations of the subjects investigated. it guides towards which spheres of life the desires of the students of the Biology career of the University of Guantánamo lean.
- Modified Basic Psychological Needs Satisfaction Scale: uses 18 items (Annex), six to assess each of the needs.

### **Socialization workshop**

To submit to the criteria of the participants the relevance of the educational actions of strengthening the personological resources to favor the satisfaction of the basic psychological needs in students of the career Lic. in Biology Education.

### **Mathematical-statistical method** **Percentage analysis**

Used in the processing of data collected in the field provided by the instruments used throughout the research process.

### **Discussion**

For the diagnosis, the 2nd year students of the bachelor's degree in Biology Education consisting of 14 students were intentionally taken as the population; as well as the six teachers who are members of the Collective of the Year. The study was carried out from the interaction of the researcher with the students of the group, as a professor of the subject Psychology II.

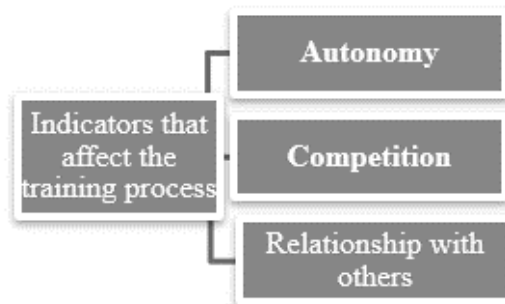


Figure 1. Indicators that affect the training process

In the exploration carried out on the group, it was found that the group lacks tools that favor the adequate satisfaction of basic psychological needs. It is recognized that to the extent that the subjects are able to satisfy the needs of autonomy, competence and relationship with others, the greater the probability of satisfying these needs through the training process. In relation to the need for autonomy, the study group is characterized as a group with a poor capacity to assume the consequences of their behavior, while immaturity and insecurity are evident when assuming a specific task or the consequences of their actions in a general way. In the face of behavioral regulation, 90% of the members make visible the conflict between wanting to be and being able to be, feeding a behavioral pattern that does not fit with the level of control of the behavioral expression of the reality of the group. In this sense, participant observation was a key technique, since it revealed the way in which the perception of oneself of feeling capable of influencing one's own life or the reality of the group is rationalized as a defense mechanism.

In this same order, it was found that 71% of the student members of the group show little independence evidenced in the performance of independent work, the assumption of roles within the group and in the development of practical activities. Respect for individuality is one of the indicators that showed the greatest deterioration as there is no evidence of respect for group norms, which brings with it manifestations of overconfidence among peers and even towards teachers. This shows that the individuality of the members of the group is not considered in the distribution of tasks and in the formation of a favorable sociopsychological climate. In relation to competition as a capacity to control the educational actions of the members, an insufficient self-control of educational actions becomes evident. In this particular during the training process, it was observed that more than 50% of the students lack communicative skills, demonstrated in that they are not able to offer valuable information about a certain topic, staying at a reproductive level and dependent on the support material.

Similarly, when evaluating computer competence, it was evident that only 20% can use computer resources as support in the performance of tasks. They do not use PowerPoint presentations; they lack skills for work in the different basic computer programs. 60% of students have technological resources such as Tablet, Smartphones, they are not able to take advantage of them in their training process. When evaluating the pedagogical skills, it was found that they still lack certain theoretical knowledge that does not allow them to develop them adequately; however, during the systematic evaluations they are not able to solve elementary learning situations that arise in the subjects. This last aspect may be conditioned because the cycle of general pedagogical training has not yet been completed. Faced with certain teaching tasks, it is contacted that 71% of students lack the ability to make decisions; self-esteem is valued at 100% as favorable however there is evidence of inadequate self-assessment due to excess since they consider that they master essential elements of their training even when they are not able to demonstrate it in practice. Aspect corroborated in the interview with the teachers of the collective of the year. When evaluating the relationship with others, the behavior of the indicators is evaluated as expressed below.

In the interview with the students, it was known that the preferences to relate are determined in 60% of the students by the type of activity in which they are immersed, which shows in some way that the process of maturation of the personality has not yet been completed. The spaces that most favor exchange are given in extension activities, tasks of impact and teaching practice to which the vast majority show high levels of apathy and lack of commitment, which affects that friendship and companionship relationships are not strengthened. In the interview with the professors, they state that the group is unstable in the sense of preferences and spaces to relate that it becomes easier to work with the students who live in the student residence. The main teacher of the year recognizes that it is difficult to specify in the strategy of the year the activities to be developed, precisely because of not achieving cohesion in the group.

As mentioned above, there is difficulty in respecting peers, noting the use of pejorative terms among them. On the other hand, teachers point out that they must be very emphatic with respect since students do not know how to set a limit in the student teacher relationship. It is recognized through the interview to the students that they value their relationship with others as normal, they are not able to establish a higher category that demonstrates the consolidation of interpersonal relationships. It should be noted that scholarship students value this aspect more favorably. Table 1 shows the summary of the evaluation of the indicators.

Table 1  
Summary of the evaluation of the indicators

| Evaluation of the indicators    |  |
|---------------------------------|--|
| <i>Autonomy</i>                 | <ul style="list-style-type: none"> <li>• Inadequate ability of students to bear the consequences of their behavior</li> <li>• Inadequate control of behavioral expression</li> <li>• Inadequate perception of feeling capable of achieving successful professional performance.</li> </ul>   |
| <i>Competence</i>               | <ul style="list-style-type: none"> <li>• Inadequate self-assessment, self-esteem, and decision-making capacity in the face of training activities.</li> <li>• Inadequate development of professional skills related to communication, computer science, pedagogical and didactic.</li> </ul> |
| <i>Relationship with others</i> | <ul style="list-style-type: none"> <li>• Inadequate development of interpersonal skills within the classroom which causes poor development of group work.</li> </ul>   |

Educational actions for the satisfaction of Basic Psychological Needs from the Psychology class

### **Autonomy Learning by discussion**

It consists of giving students the task of defending or refuting an idea around the knowledge system that is being addressed. It allows the student to learn to discuss and convince others, solve problems, learn new content. It allows you to listen to and respect opinions different from your own. It is not a learning technique is strategy that promotes learning through participation.

### **Teacher Roles**

- Prepare the situations to discuss.
- Acts as moderator and mediator of the discussion.
- It helps to lighten tensions that occur during the discussion.
- Assess student engagement

### **Student Roles**

- Build opinions.
- Take positions.
- Participate in the debate.
- Express points of view.
- Listen to the ideas of others.

### **Solution of pedagogical situations**

During the solution of situations, learning experiences are specified and evaluated. For these learning experiences to be competent, the teacher must design didactic units or learning situations with useful and functional tasks and activities for students, located in close or familiar contexts, significant for them, that pose challenges, challenges, that awaken the desire and curiosity to continue learning; pedagogical situations involving the use of various resources; that enhance the development of cognitive, emotional and volitional processes in them; that favor different types of grouping (individual work, in pairs, in small groups, in a large group). In the same way, the chosen methodologies must contribute to the success of the learning by promoting motivation, facilitating the process and contributing to an effective management of the socio-psychological climate of the group. Finally, the products chosen must be suitable for the observation of the learning described in the evaluation criteria, being consistent with the cognitive, emotional, and volitional processes described in them.

### **Solución de actividades prácticas**

The teacher provides a real or simulated case, related to his future professional practice. To solve it, they must select and apply contents of the subject previously worked on in previous classes. The teams work on the case and elaborate possible proposals. Debate in the classroom based on the contributions of each team. They meet again to integrate into their work, if they deem it appropriate, some of the contributions that emerged in the debate. Exposure of the case to the class, all the teams prepare the exhibition, but only one chosen among the whole class performs it. At the end of the exhibition, a reflection is made on it, enriching itself with the contributions of the classmates and teacher. Each team hands the case to the teacher.

### **Competence**

#### **Preparation of content sheets**

It allows to gather varied information; it can be of any topic related to the professional profile and they are usually numbered. The files facilitate the

realization of monographs, reports or publications, because if they have been prepared correctly, they make additional consultations to the sources unnecessary. All this in correspondence with the new modalities designed for professional exercises within the career in which the proposal is implemented.

### **Decision making**

Decision making is the process by which a choice is made between different options or possible ways to solve different situations in life in different contexts: business, work, economic, family, personal, social, etc. Decision-making basically consists of choosing an option among those available, in order to solve a current or potential problem. So, they will be presented with professional situations from practice to students where they must carry out the decision-making process.

### **Self-assessment and group assessment**

Self-evaluation is the strategy par excellence to educate in responsibility and to learn to value, criticize and reflect on the process of teaching and individual learning carried out by the student. This action is complemented mainly in workshops and practical classes where students based on the indicators raised by the teacher must evaluate their own performance.

### **Preparation of Electronic Presentations**

Electronic presentations are characterized by being tools for didactic use, which are based on images and text; in this way you can make digital slides that contain multimedia resources such as graphics, videos, audios and animations. They facilitate the transmission of information in a visual and attractive way, that is why they are very useful to make presentations of a topic. This action can be completed in the seminars where the teacher can guide the students to elaborate Presentations in Power Point with the content analyze. Students could also make films of content-related situations and take them for exposure during class.

### **Modeling of teaching situations**

Teaching situations will be recreated, being those activities that involve the mobilization of knowledge integrating educational, family, social and cultural contexts; where they promote meaningful learning and offer the possibility of applying them in their practical life. Dramatizations, didactic strategies based on the articulation of contents will be carried out.

### **Development of diagnostic instruments**

As part of the content of the subject, students will be guided to the personal development of diagnostic instruments, either group or individual. This action can be applied when addressing content related to communication skills (elaboration of assessment scales, observation guides, etc.) group diagnosis (Elaboration of group interviews, surveys, group observation guides).

### Relationship with others

- Formation of work teams  
La cooperación consiste en trabajar juntos para alcanzar objetivos comunes. En una situación cooperativa, los individuos procuran obtener resultados que sean beneficiosos para ellos mismos y para todos los demás miembros del grupo. El aprendizaje cooperativo es el empleo didáctico de grupos reducidos en los que los estudiantes trabajan juntos para maximizar su propio aprendizaje y el de los demás.
- Determination and organization of teamwork for Independent Work  
Students develop skills with independent work, through study guides, bibliography so that they can work properly with the study material and elaborate summaries, schemes, graphs, in addition to deepening the knowledge acquired. The use of this method contributes to the correct use of knowledge, to developing creative capacities, to developing study habits and skills, to stimulating the investigative spirit and to developing an integral personality.

### Conclusion

The educational actions that are proposed constitute an alternative solution to the declared problem, as they favor the preparation of the subject Psychology based on the satisfaction of basic psychological needs in students.

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