

## **EDUCATION OF THE HYGIENE ANIMAL THROUGH THE IDENTIFICATION AND OF THE SOLUTION OF PROBLEMS**

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### **Introduction**

“The productive animal and its environment” is the module that studies the process of adaptation and stress in the animals. The students must identify the problems of animal hygiene and animal welfare in a farm.

In Mexico problems derived from management and sanity errors, design and orientation of buildings, the microclimatic control causes great economic impact to the producers and to the nation. The curriculum must take in consideration that students should develop sensitivity toward the problems of the surroundings.

So the students must develop the capability to identify problems, and also to search how implementing the pertinent solutions to be able to transform reality (González et al., 2003).

In this pedagogical proposal we look for developing the self-regulation of teaching students, this includes impulse that the students use and exercise a series of logical processes of thought, for example:

- Observation**
- Description**
- Classification**
- Hierarchical structuring**
- Explanation**
- Argumentation**
- Definition**
- Comparison**
- Valuation**
- Resolution of problems**
- Formulation of hypothesis**
- Analysis**
- Synthesis**

## **Material and methods**

We worked with three groups of the mentioned course, corresponding to the winter, spring and autumn trimesters of 2004. In each group there were between 20 to 25 students.

A fundamental aspect of this pedagogical experience was including literature that makes possible the development of logical capacities of thought. The written exams and the reports of field work in the farms, included commentaries concerning the understanding of the subjects and considerations of the students about the experience of learning and the connection between theory and practice were done.

## **Results**

The results of learning were definitely superior, the capacity of argumentation and explanation of the students around the corrective measures of management and sanity improved in each of the three groups.

## **Discussion**

Through many years of work with the students in this course we had detected limitations in the students to identify the most serious problems of management and its repercussion on animal welfare, and also in proposing the viable improvements according to economic resources of the farmer.

So we propose a critical route that students must follow and this includes:

- To identify the nature of problems to solve
- To form a mental representation for execution of the solution strategies
- To focus the mental attention and other processes in order to do possible to have options to the problems.
- To observe the processes of solution in its development and culmination.

## **Conclusion**

We considered that to solve problems it is learned in contact with the real problems of hygiene and health in animal production.

We suggested to take advantage of the cognitive potential of college programs.

The student must appreciate the phenomenon of animal welfare not only in its particularity but also in its general aspect to length of the course. Also the student appreciates the essence of the concept and in addition he is able to differentiate the essential from the secondary aspects.

We agree with Brito (1994) that emphasizes value of the education through problematic questions as soon as that obtain favorable emotional state in students for the acquisition of new knowledge. The problematic situations elevate the mental activity of students.

The pedagogical proposal for this course has demonstrated to be an important option in the formation of the veterinarians that Mexico needs in this awakening of the century and in the conditions of fragility and contraction that cattle sector presents nowadays.

## Recognitions

To the students of three groups for their participation in this experience of pedagogical innovation on animal hygiene.

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