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Importance of Brain Knowing for Receiving Information

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Abstract---*The objective of this research It is knowing the importance of the brain know that it helps to receive information through the sense organs and emits internal and external results throughout the body. Through stimuli the sensory organs the brain can make the whole body have movement, that is, the brain teaches that the entire nervous system performs natural processes focused on learning; Scientists, through several investigations, perform an analysis that the brain is very complex to know, analyze, study. Therefore, interconnections in the human brain develop in stages and researchers study it in theories. The methodology that has used was the bibliographic reference in a coherent way that allows the identification of the bibliographic source. Analysis - syntheses because a detailed narration of various contents was made with critical contributions and relevant purposes to explain reality.*

Keywords---*brain, learning, teaching-learning, sense organs.*

Introduction

This document was made on the basis of the brain and learning, it is of great importance to learn from itself the brain has the ability to learn thousands of things, store and respond in seconds the knowledge stored or stored in long-term memory and short term, that is to say that the learning that is generated daily is totally impressive, the brain learns in different ways, the sensory organs the main protagonists for the brain to perform what we call stimulus-response, an example: When a person hears a melody, your brain receives it, encodes it and responds when you sing the song (Mendoza *et al.*, 2019).

If the brain suffers some trauma, blow, does not learn in the same way but a little slower or simply does not receive information, for that reason people must know how the brain is and is composed and how it works so that their learning is for life.

Materials and Methods

The bibliographic reference method has used in a consistent manner that allows the identification of the bibliographic source. Analysis - synthesis because a detailed narration of various contents was made with critical contributions and relevant purposes to explain reality.

Results and Discussions

The brain

The Cerebellum is a structure that is part of the central nervous system, is located in the back and lower part of the skull, just below the brain from which it is separated by a meningeal membrane called the Cerebellum Shop. It

consists of two lobes and a central part that joins them called Vermix, receives and emits connections to various structures such as the brain, brain stem, and spinal cord.

The brain is a world that consists of numerous unexplored continents and large areas of unknown territory (Rejas, 2019; Vasquez *et al.*, 2019; Chávez *et al.*, 2019). The human brain is an organ that everyday science investigates and reflects a number of investigations to know the brain is undefined time.

At an early age, the game is the disguise with which learning is camouflaged. At these ages, preschool, and primary, the brain absorbs, learning and memorizing, sensory and motor information with which it develops specific neuronal circuits of the brain. It is the age to learn the “percepts” directly from the “reality”, not in videos, drawings on the board or various computer programs (Mora, 2017; Suarez *et al.*, 2019).

It can also be argued that in the preschool stage the brain is when it is filled with information and begins to generate its development in learning and experiences, be these positive and negative. Therefore, the same could not be said if the brain suffers from any disorder. psychological, cognitive or some kind of affectation. Example: Hydrocephalus problem, learning disorder, socio-affective, its important parts that generate information to different parts of the body would not work.

In an article by Aránzazu Ibáñez dedicated to The Triune Brain and the Learning Process appeared in his blog Teen Brain, something amazing is read: “Other researchers such as Sperry, Mac Lean, Gazzaniga and Pribram (1978). and Restok (1984). They discovered the character of "onion layers" of the brain as a result of what some experts have called Cognitive Dissonance, that is, when thought, emotion, and action go different routes ”(Ibáñez, 2013; Alava *et al.*, 2019).

In my opinion, these layers the layers of membranes that allow giving part of the functioning of the brain are the membranes, the cortex of the brain is also found, they provide answers to the sensory part of the nervous system.

Functions and areas of the brain

Within the functions and areas of the brain are the following parts, Shown in figure 1.

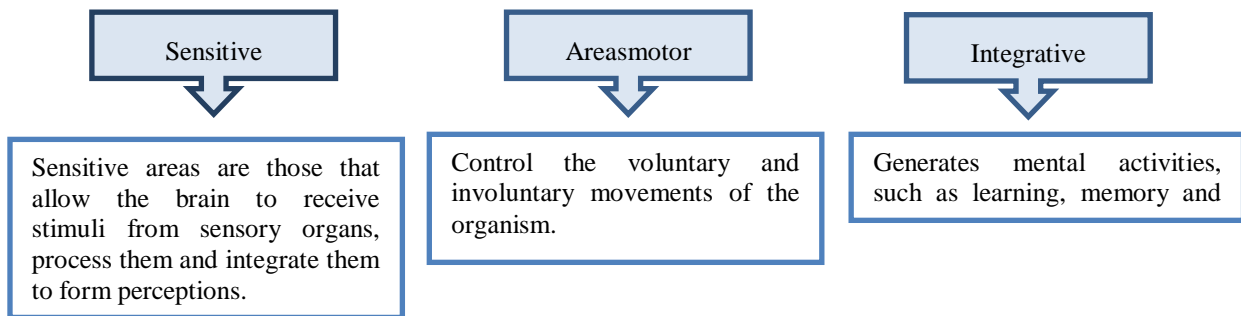


Figure 1. Functions and areas of the brain

Learning

Learning is the basic element of human intelligence and of most brain processes. It can have defined as any variation in synaptic networks that produce changes in behavior or thinking. As for example, a preschool student receives the animal class, acts according to previous knowledge, and receives new information with trained knowledge.

Learning is an essential part of our lives, we need to constantly acquire new knowledge and put it into practice to adapt properly to the environment, meaningful learning (Díaz Barriga, 2010; Tuarez *et al.*, 2019; Reina 2019).

In other words, Díaz, gives importance to meaningful learning, that way he learns more and develops parts of the body's senses, the experience he generates in a practical class will last the learning throughout life.

According to the authors (Ramos & López, 2015), the two most recognized aspects of concept formation are cognitivism led by David Ausubel and the cultural-historical approach led by Lev Vygotsky. Both make a great contribution, in the understanding of the formation of concepts and become an obligatory reference when dealing with this topic of such relevance in the educational context. It becomes clear that they are not the only ones or that they cover the whole topic. Cognitivism allowed learning to become an educational context, is to understand the concepts and treat issues with great contributions.

In learning for the human being, it is sometimes difficult because of the disorders or alterations that has caused in the brain, whether you are from the time of gestation or at birth.

Thus, [Carboni-Román *et al.*, \(2006\)](#), state:

In recent years, neuroimaging techniques have allowed the approach to brain and cognitive study. Facilitated obtaining a considerable number of data that shed light on the anatomical and functional development of the brain and its relations with the progressive acquisition of cognitive skills, as well as the establishment of hypotheses about what happens when this acquisition is altered (p.171).

At present, it is possible to know when a fetus comes or will present difficulty in the brain and what hinders the development of learning that it can acquire in each experience of daily life.

Types of learning

Signals ([Morin, 1999](#)). Man only completes himself as a human being only for and in culture, there is no culture without a human brain (biological apparatus endowed with abilities to act, perceive, know, learn), there is no mind (mind) that is, capacity for consciousness and Thought without culture.

Among the most important types of learning which allow integrating the different ways of learning we have the following:

- 1) Meaningful
- 2) learning Cooperative
- 3) learning Collaborative
- 4) learning Experimental learning

Learning and brain

According to this author [Caled A. López \(2000\)](#), the brain is the most important part of the human body to apprehend reality, it controls all the organs that have a connection with the external physical world (environment). For this reason, every person can have a fairly clear idea of what is going on around them through their sensory abilities - golf, sight, hearing, taste, and touch. This natural and continuous process of knowing reality, through the five sensory organs, is called learning. When the learning process focuses on a particular aspect of reality in a more elaborate way, through the use of scientific methods, it becomes scientific research. Through the neurons, dendrites, axon the information that the brain carries gives an operation in seconds, the motrix part of the brain is impressive when ejecting an order to the different parts of the body.

According to [Kagan \(2010\)](#), brain functioning has led to research on the plasticity of the brain that indicates that the neurons that are activated together connect and interact with each other; In my opinion, the brain is the main stimulator to receive, perceive and emit the information it receives externally and process learning through the neural connections that are functioning.

According to [Saavedra \(2001\)](#), the study of the brain will depend on the optimal state in which the brain is so that new connections are established that will allow the acquisition of strategies necessary for learning. Research on the brain confirms that multiple and complex previous experiences are essential for learning and teaching to be meaningful. I believe that in different investigations, prior knowledge is the basis for initiating meaningful learning with experiences that you carry out during a teaching-learning process.

On the occasion of concluding [Saavedra \(2001\)](#), He mentions that brain-based education involves two important mandates; design enriching and appropriate experiences similar to the real-life of learners and ensure that students process the experience in such a way that it increases the possibility of extracting meanings. It can be said that when students generate or carry out learning based on their surroundings, that is, outside the classroom, the importance and value that “learning to learn” will always be stored in brain memory and thus create new researchers.

Table 1

Shows some analyzes carried out by different authors on the action of the brain and its influence on learning

Author	Theme	Year	Interpretation	Results
Grates	The Brain enters the Campaign.	2019	The brain is a complex organ in the different investigations that have carried out.	Scientists comment that the brain has no similarity in learning.

Mora	Reading when the brain plays with ideas.	2017	In the preschool age, the brain absorbs knowledge by the development that occurs.	It is this stage that infants enrich the brain of knowledge through the learning they acquire.
Caled A. López,	Brain Learning and Research	2000	The brain has a connection with all parts of the body and its reflexes are through the sensory part.	Scientific research reports that the brain is the only organ responsible for carrying information in seconds.
Kagan	Brain Functioning	2010	Neurons once connected, perform at speed the response that the brain sends or receives information	The human brain has an extremely impressive knowledge when processing external information to give an immediate response.
Saavedra	Brain-based learning.	2001	That the brain involves, design enriching experiences for life	When the brain acquires new knowledge to learn to learn
Ramos and Lopez.	Reconceptualization of education in the digital era Educommunication, learning networks, and brain: a vision from neuroscience cognitive to the processes of knowledge construction in digital environments.	2015	That the brain can transform ideas into knowledge as a contribution to learning.	Between López and Ramos they lean towards Ausubel and Vigotzky, in concepts, they help the development of learning in knowledge.
Morin		1999	As the human brain allows activities in the biological part, without experience.	The knowledge that the brain emits, makes it work quickly your memory and cognitive thoughts to the outside.
Carboni-Roman, Capilla, Maestú and Ortiz	Neurobiology of learning disorders and their implications in child development: a proposal for a new conceptual perspective	2006	On the importance of image, which has obtained before the birth of the fetus.	Technology is advancing and based on this for researchers the development or level of learning that has obtained since the pregnancy of women is unique and incomparable thanks to the <i>imagineology</i> .

In short, this work is to offer how the brain has different important functions to obtain significant learning in the human being and how it has learned in the different theories, development, and evolutions over time.

The different authors contribute with a part of the brain research. It is necessary to know that the human brain has no end to analysis because as time goes by each being born develops or presents a different brain in the development of learning.

Conclusion



In conclusion, the brain is the one that controls the central nervous system, controls, divides, and communicates to the rest of the human body. It is stimulating of the senses in order to send information to the upper and lower motor parts.

It is able to control the thought through the brain, in the frontal lobe we can find near the memory, the parietal and temporal lobe. When the brain atrophies, the damage is irreparable because it no longer learns and loses some of its functions.

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