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### Discourse of Communicative Intersubjectivity in University Nursing Teaching

#### ABSTRACT

Intersubjectivity arises from subjectivity, because all experience and experiences of the individual simultaneously require the experience and experiences of the other. In this context, the purpose of the study was to analyze the phenomenon of communicative intersubjectivity in university nursing teaching, at the "Dra. Gladys Román de Cisneros" from the University of Carabobo, in order to understand how it influences the learning processes in this educational field. It was theoretically supported by the theory of interpersonal communication (Paul Watzlawick), educational communication theory (Paulo Freire), sociocultural theory (Lev Vygotsky) and the theory of humanistic nursing (Jean Watson; 1979). Methodologically oriented from a phenomenological perspective; using the interpretive paradigm, with a qualitative approach, under the descriptive nature of the field with documentary support, in an attempt to approach educational discourse in the university context. The method was the phenomenological hermeneutic of Max Van Manen; Giving explanation to the empirical component, five (05) subjects were interviewed, conducting a conversational interview; while, for the reflective component, the coding, categorization and triangulation of the information was carried out. The interpretation of the findings reveals that communicative intersubjectivity implies the development of interactions between teachers and students in educational contexts, focusing on communication as a process of shared construction of meanings and knowledge. Among the convulsive aspects, we have to consider the perceptions, experiences, context, and practices of the actors involved when educating.

**Descriptors:** Communicative Intersubjectivity, University Teaching, Nursing.

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