



## Editorial

### Scientific writing and the development of knowledge: paths for a new medical education

A escrita científica e o desenvolvimento do conhecimento: caminhos para uma nova formação médica

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## Dear Editor,

Thanks to the development of scientific knowledge, Medicine today has reached a technical-scientific level that has enabled a significant increase in the expectation and quality of life of society in general. Therefore, it is indispensable the formation of the undergraduate student, the development of his capacity for critical analysis and the appropriate handling of the tools of scientific production.

Writing is a decisive form of registration in the history of humanity. From it, one can have the dimension of the progression of scientific development and the understanding of ultimate truths. For this reason, the mastery of writing skills, on the part of the producers of scientific knowledge, is fundamental, since the ultimate knowledge achieved must be registered (2).

Despite its importance, there is a notorious lack of experience with scientific writing by medical students in Brazil at the end of their graduation<sup>1</sup>. This deficiency interferes negatively not only in the process of production and registration of scientific knowledge, but also, although indirectly, in the students' abilities in independent learning and critical evaluation of the medical literature<sup>2</sup>.

The participation in activities related to the production of scientific knowledge contributes to the development of a solid professional base (1).

Thus, to achieve this development, the mastery of scientific writing by medical students becomes indispensable. In addition, there is a need to intensify the learning process of scientific writing in medical courses, considering that this pillar is fundamental to achieve better scientific production and critical training.

The National Curricular Guidelines (NCG) for the undergraduate medical course corroborates this thought by recommending:

*Know the principles of scientific methodology, enabling the critical reading of technical-scientific articles and participation in the production of knowledge; master the basic scientific knowledge of the biopsychosocial-environmental nature underlying medical practice and have critical reasoning in the interpretation of data, in the identification of the nature of the problems of medical practice and in their resolution (3).*

Therefore, the exercise of scientific knowledge should not be limited only to undergraduate students, but should be present in medical practice. However, medical students, with learning based on active teaching methodologies, have greater access to mechanisms to write scientific texts when compared to those of traditional methodologies (1). This situation presents a possible starting point for understanding ways to achieve a more efficient learning of scientific writing in order to develop skills in medical students in Brazil.

Although there is already a robust production of scientific knowledge by medical students, it is necessary to expand it, considering the new desired medical profile. The motivation of students to conduct research can compensate for this lack and collaborate with the development of health services in the country (4). Once the need to improve the learning of scientific writing has been established, it becomes crucial to increase investments in research in order to increase interest in the knowledge production process.

Therefore, it is necessary that medical schools in Brazil create efficient strategies to improve the students' skills in scientific writing, thus contributing to the development of scientific knowledge, public health services and society's quality of life in general.

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