CASE STUDIES ABOUT COGNITIVE APPROACH IN THE TEACHING-LEARNING PROCESS OF QUILOMBOLAS STUDENTS: ALCOHOLISM IN ADOLESCENCE

RELATO DE EXPERIÊNCIA SOBRE ABORDAGEM COGNITIVISTA NO PROCESSO ENSINO-APRENDIZAGEM DE ESCOLARES QUILOMBOLAS: ALCOHOLISMO NA ADOLESCÊNCIA

ESTUDOS DE CASO ACERCA DEL ENFOQUE COGNITIVO EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE DE LOS ESTUDIANTES QUILOMBOLAS: ALCOHOLISMO EN LA ADOLESCENCIA

Tito Livio Ribeiro Gomes do Nascimento¹, Flávio Alves Oliveira², Bruno Gonçalves de Oliveira¹, Ana Cristina Santos Duarte³, Rita Narriman Silva de Oliveira Boery⁴

ABSTRACT

Objective: reporting about the applicability of the cognitive theory approach in health education activities with quilombolas (small Negroes communities of slave descendence) students. Method: a descriptive study type experience report of an academic workshop about “alcoholism” held in a public school in the municipality of Jequie/BA, three students of the Academic Master in Nursing and Health of the State University of Southwest Bahia, in 2014. Results: during the workshop there were used as strategies to assist in the process of teaching and learning, the use of recyclable materials such as cardboard box, pet bottles and posters, which promoted the construction of dynamic and participation in school activities. Conclusion: health education activities carried out in the workshop contributed to the clarification of questions about alcoholism, beyond promoting through connotative resources such as cognitive and denoting approach as recyclable materials, a greater attention of the students in the workshop. Descriptors: Alcoholism; Adolescents; Health Education; Learning.

RESUMO

Objetivo: relatar sobre a aplicabilidade da abordagem da teoria cognitivista em atividades de educação em saúde com escolares quilombolas. Método: estudo descritivo, tipo relato de experiência de uma oficina acadêmica sobre o tema “alcoolismo” realizada em uma escola pública do município de Jequie/BA, por três discentes do Mestrado Acadêmico em Enfermagem e Saúde da Universidade Estadual do Sudoeste da Bahia, em 2014. Resultados: durante a oficina foram utilizados como estratégias para auxiliar no processo de ensino-aprendizagem, o uso de materiais recicláveis, como caixa de papelão, cartazes e garrafas pet, que fomentou na construção de dinâmicas e participação dos escolares na atividade. Conclusão: ações de educação em saúde realizadas na oficina colaboraram para o esclarecimento acerca das dúvidas sobre o alcoolismo, além de promover por meio de recursos conotativos como a abordagem cognitivista e os denotativos, como materiais recicláveis, uma maior atenção dos alunos na oficina. Descriptores: Alcoolismo; Adolescentes; Educação em Saúde; Aprendizagem.

RESUMEN

Objetivo: informar acerca de la aplicabilidad del enfoque de la teoría cognitiva en las actividades de educación para la salud en los estudiantes quilombolas. Método: un estudio descriptivo del tipo relato de experiencia de un taller académico acerca del “alcoholismo” realizado en una escuela pública en el municipio de Jequie/BA con tres estudiantes de la Maestría Académica en Enfermería y Salud de la Universidad Estatal del Suroeste de Bahía, en 2014. Resultados: durante el taller se utilizaron como estrategias para ayudar en el proceso de enseñanza y aprendizaje el uso de materiales reciclables como cartón, botellas de pet y carteles, que promovieron la construcción de dinámica y la participación en las actividades escolares. Conclusion: educación para la salud llevada a cabo en el taller contribuyó a la aclaración de dudas acerca del alcoholismo, y promovió a través de características connotativas como enfoque cognitivo y denotativo como materiales reciclables, una mayor atención de los estudiantes en el taller. Descriptores: Alcoholismo; Adolescentes; Educación para la Salud; Aprendizaje.

¹Nurse, Specialist in Health Management, Mastership Student, Postgraduate Program in Nursing and Health, State University of Southwest Bahia/UESB. Jequie (BA), Brazil. Email: thitolivio@gmail.com. ²Physial Educator, Specialist in Methodology of Physical Education and Sports, MSc, Postgraduate Program in Nursing and Health, State University of Southwest Bahia/ UESB. Jequie (BA), Brazil. Email: flavioalvies_4a5@hotmail.com. ³Nurse, Nursing Graduate, Student of the Postgraduate Program in Nursing and Health - Master’s level, State University of Southwest Bahia (UESB). Jequie (BA), Brazil. Email: brunoxrmf5@gmail.com. ⁴Biologist, Doctorate in Education, Teaching at the Department of Biological Sciences, Mastership Student of the Postgraduate Program in Education, Postgraduate Program in Nursing and Health, State University of Southwest Bahia/UESB. Jequie (BA), Brazil. Email: tinduarte2@gmail.com.
INTRODUCTION

Adolescence is a period of transition characterized by several biopsychosocial transformations affecting the individual and his interpersonal relationships. It is the time when young people question about their identity, their values and dreams, marked by great vulnerability to the consumption of psychotropic substances and/or psychoactive able to provide different emotional experiences such as parental subversion, pseudo-autonomy, admission to certain social groups and decision making in the process.1,2

Early consumption of ethylic substances in adolescence predicts health problems or diseases in adulthood, becoming a public health problem. A survey about the consumption of psychotropic drugs, consisting of 50,890 adolescent students of primary and secondary public and private network, showed the prevalence of alcohol use by about 42,4% of respondents that year.3

These vulnerabilities brings the need to implement public policies that consider the teenager in a holistic view, being a global opposite way to the biomedical-curate principle.4 Such steps were initiated in Brazil since the 80s, but were only consolidated as public policies with the enactment of the 1988 Federal Constitution, in Article 227, “the State must make the responsibility to create comprehensive care programs for health children and adolescents”.5

Preventive measures to control alcohol consumption should be included to this population, seeking access to knowledge on the subject and can be achieved through educational initiatives in health. Understood as actions that form a critical individual, to be able to solve his problems and change his reality by gradually increasing his autonomy with his own care.6

The achievements of social movements guided by the popular education advocated by Paulo Freire in the 1960s, were responsible for influencing this new conception of care, loped in the field of health education, based by the incorporation of participation and integration of popular knowledge to health, admitting more democratic educational processes such as strategies to reduce the anxieties and insecurities of the population, valuing the popular knowledge and proposing more effective therapeutic actions in the care of individuals to be care.7

Education and health must be integrated into the training of subjects with active participation in society, and the educational processes seen as a possibility to generate and disseminate knowledge, improve quality of life and health. Thus, the school emerges as a possibility of setting for health promotion, for the exchange of knowledge and the expression of cultural diversity.8

Understanding the cognitive approach of Piaget, that the principle of teaching-learning process is the result of relations between subjects and objects, and where all outside information is assimilated by existing structures in thought, with changes in the mental organization to accommodate to new knowledge, approaches the understanding of education and health in school space.9 Thus, it was elaborated the methodological basis that justified the pedagogical action in the chosen school. So, the present report aims to reporting about the applicability of the cognitive theory approach in health education activities with Quilombola School.

METHOD

Descriptive study type experience report from the experience and implementing a participatory workshop, founded through educational initiatives in health, held in a 1st year of secondary education room with the participation of 32 students-teenagers from a state school in Jequie-Bahia, in the first semester of 2014. It was designed and developed with the help of two teachers and three students of the Academic Master’s in Nursing and Health, State University of Southwest Bahia.

The construction of the workshop took place from weekly meetings of the discipline process Teaching and Learning in Health Sciences (PEA), which aims to promote learning among students of the teaching-learning process, which is an interdependence tool in the teaching context. The categories were emerged from the applicability of active methods - putting into practice the teaching-learning process proposed by the discipline, which is categorized relevant aspects of formalizing the application of these. The topic addressed the workshop was selected because it is a public health problem and show an alarming in alcohol consumption among young people.3

RESULTS

* Influence of the teaching-learning process in the construction of a lecture

The theoretical and methodological discussions were prepared and grounded from the different pedagogical concepts presented...
in the book Education: process\textsuperscript{10} approaches them as a way to provide guidelines for the teaching action, even if it is individual and not transferable.

The approaches of the teaching-learning process suggested in the book, namely the traditional approach - the teaching-learning process takes place for the reproduction of the contents; the behaviorist approach - the teaching-learning process occurs through behavioral conditions; the humanistic approach - the teaching-learning process is the interest in the contents; the cognitive approach - the teaching-learning process occurs through the exchange of information between the individual and the environment; and finally the socio-cultural approach - the teaching-learning process occurs by the approach to the social context.

During the course it was proposed the development of participatory workshops that addressed topics relevant to health, these would be presented at a state school in the city, set to maroon to be inserted in a community recognized as urban Quilombo of the Palmares Foundation in 2007. Thus it was developed educational activities in partnership between the university and the school, to promoting the health of schoolchildren. The cognitive approach of Jean Piaget once underwrote the pedagogical work that dealt with the topic presented in school precisely by approaching the design of education and health.

When planning the class, the selected teaching resources were substantial for participation and arrest the attention of students in the discussion of the topic, being chosen as educational proposals: Concrete proceeds from recyclable materials (posters on the theme of right and wrong signs, flags question and answer, questions or curiosities boxes, suggestion box) and abstract resources from the approach of Jean Piaget and Paulo Freire (conversation circles, dynamic "questions and answers").

\textbf{Experience of an educational action in health: lecture}

Initially a visit to the Quilombo School, for the purpose of recognition of physical structures, first contact, and date of disclosure of educational activities and to prepare the dynamics of the class according to the subject of interest of the class enfolded the theme, which was obtained through a suggestion box.

A lecture in the form of workshop with a schedule of four hours was organized. The five most suggested contents were chosen: "effects of alcohol in the body"; "Health Alcohol damages"; "Social consequences of alcoholism"; "Alcohol dependency" and "Alcoholism treatment" in order to address them in the workshop.

Recognize inquiries and curiosities of the class has done a conversation circle, where it was presented the issue through posters displayed on the floor, starting a dynamic where the school turned a flag (pet bottle) serving its ends to signal questions (built by students the master put in a box and trivial questions) and answers (obtaining ideas, experiences and questions through certain or wrong signs). Among these activities it has encouraged the discussion, differentiating the scientific and popular knowledge. Through these actions there was a building together on the theme, generating discussions around the posters exposed on the ground, which are gradually set in the walls of the room by the school at the time that he outlined the categorical approach.

During class, the major concern was to encourage the participation of all school gifts page where the intention of poster exhibition on the ground was to draw attention to these, as well as the development of efficient activities that would provide greater involvement between educating - educator, favoring the construction of knowledge together, determined for popular participation and recognition of students' prior knowledge about alcoholism.

The participatory workshop was marked by the satisfaction of the students of the college who were present with the approach set out in class evaluated as positive, solving doubts, it is important to learn from them. Although there were some personal difficulties, the main reported was the effectiveness of the workshop, and suggested to hold it at various stages for greater explanation of the matter.

Discussions of approaches to learning theories in the PEA discipline provided the knowledge to the class developed in the school were adequate participatory and integrative way, supporting mainly the cognitive approach that was used as a methodological basis.

The school as an environment for the formation of the individual, whether for work or citizenship, also becomes a welcoming environment for instrumental mechanisms of tension, where the various forms of education may be present, but the family environment is the articulator major in behavioral development of adolescents about alcohol and its effects, firming the need for health education in the school and family.
CONCLUSION

The activity proposed by the PEA discipline in maroon school allowed to discuss with the school about alcoholism (its consequences, its effects, its health dangers, dependencies and possible treatments), effecting up a practice of the relationship of subjects with objects used proposed by Piaget, based on the participation of students in the construction and promotion of knowledge on the subject.

Thus, the active methodologies are made members of the construction of health education activities process, since the experiences them as builders observed a higher yield in the learning process, building a practical-theoretical interdependence. Provided, this methodology can be positively qualified also for school students which was obtained by streamlining and building knowledge together - coming from the popular knowledge and scientific knowledge.

The team of two nurses and a physical educator could demonstrate in practice how to carry out actions in education and health that includes the promotion of a healthy lifestyle and a consequent improvement in quality of life is possible, using the popular knowledge, connotative features such as cognitive and denoting approach as recyclable materials, to promote greater apprehension of attention of students contemplated.

REFERENCES

Corresponding Address
Tito Lívio Ribeiro Gomes do Nascimento
Universidade Estadual do Sudoeste da Bahia
Programa de Pós-Graduação em Enfermagem e Saúde
Av. José Moreira Sobrinho, S/N
Bairro Jequiezinho
CEP 45206-190 – Jequié (BA), Brazil