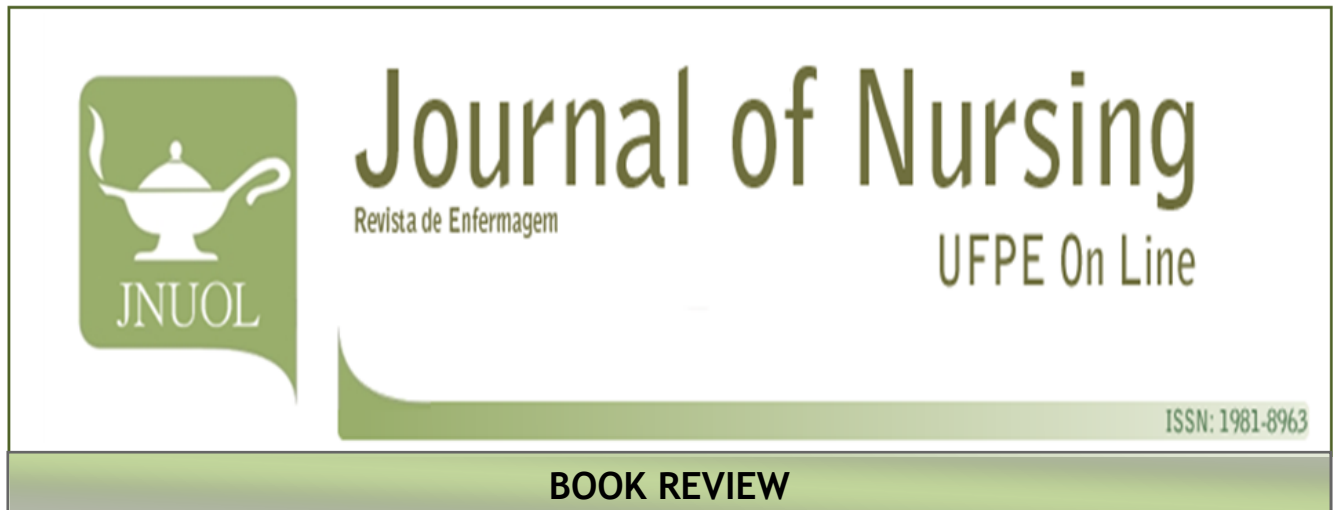




HEALTH EDUCATION: CHALLENGES FOR AN INNOVATIVE PRACTICE
EDUCAÇÃO EM SAÚDE: DESAFIOS PARA UMA PRÁTICA INOVADORA
EDUCACIÓN PARA LA SALUD: RETOS PARA UNA PRÁCTICA INNOVADORA

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The work¹ published in 2010 is the result of the collective production of nurse's teachers-researchers in the areas of health education and nursing. Is organized into five chapters distributed in 86 pages that discuss about health education (ES) and its pedagogical concepts and strategies that enable their potentiation. The language used is clear and objective with a current theme, what makes the book a guide for students and professionals in their training as educators to health education. It is interesting to note that the chapters show a didactic sequence that allows a continuous process of information that lead to reflect on the health education as an innovative practice.

In Chapter 1 - *educational action: a way to transform and transform one another*, the authors initially make a reflection on the educational process for the ideas and values of man and the reality of the current century in which the knowledge acquired in addition to no longer be static to become a process, also have expiration date because of its dynamism by establishing relationships not definitive. In this context, it is necessary that the educator understand that society suffers not only influences verbal language, but also visual and auditory. This fact requires the educator/healthcare professional to seek update of knowledge and skills that lead to a new understanding of the educational process. The contemporary world and understanding are essential for the health professional to develop practices of ES. It is interesting to note how to stand in front of the health professional's obligation to update, because education is a continuous process of

construction in which the educator does not have static positions and invariable, their education and knowledge is considered as search process.² this is challenging, because the current world influences suffers experience the process of acceleration of knowledge, the media and technologies bringing new demands within the framework to allow educational as the title of the chapter shows us, that educational action is a way to transform and transform each other.

In Chapter 2, *on the pedagogical conceptions*, the authors are dedicated to explain in detail each pedagogical design was emerging over time, from a historical context, however, report that, regardless of the choice of any design, the base of the educational process must allow the user a transformative action of your knowledge and not only. Emphasizes that a design does not negate the other, but it is imperative that its adaptation and innovation in order to reach a result, which is the emancipation of the individual and their empowerment, fruit of a centralized, but not planning participatory health team with the population. Each design has its importance, however, it is essential to emphasize once again the need for the professional health educator/innovate your actions, based on the current context, to allow the user to learn to identify and satisfy their basic needs enabling, thus, that the actions of individual autonomy translated ES and emancipation to *pamper yourself*, of family and of your surroundings.³

Shares with the authors when stand in favor of a participatory educational planning as a tool for implementation of educative actions

in health. This practice allows a link between professionals and users. It is crucial that health teams seek faster planning and a planning allowing the discussion of problems and find solutions to the real needs of the user.⁴

In Chapter 3 - *meaningful learning, and dialectical methodology: foundations for educational action in health* and Chapter 4- *Situation-problem: learning strategy for health education*, the authors share the idea that learning should be meaningful, because the user of health services have ideas, beliefs and reality that are already established and are already experienced. Emphasize that a significant learning must be linked to a dialectical methodology which allows knowledge to be built with the educator to the purpose to mediate the mobilization phases, construction and synthesis of knowledge. Show an example of learning resource, which is the situation-problem. However, that is a feature that requires a process of action-reflection, being possible to develop and reach a good result if the educator/health professional to identify who the user is, what you want for him, which thematic area will be crafted, which the representations on this issue. The authors also mention that the strategy of problem situation contemplates the categories of the dialectic. At the end of the chapter proposes a situation-problem for the reader and still exemplifies an educational action planning based on a situation-problem.

Notably the significant learning and dialectic methodology explained by authors as bases for the educative actions in health are essential in the relationship between health professional and user, however, although the authors show that for a significant learning occurs, the user is required to learn, not be forgotten that the something new learned is important for this educating.⁵ to start a epistemological curiosity⁶, this way it is possible the knowledge be built and be make significant. The use of a problem situation for such a purpose is a challenging strategy. Some of your questions are relevant, such as: how to teach or learn through situation-problem? How to teach in the context of ES through problem situations? How to cut something meaningful to be discussed, analyzed, evaluated? The learning strategy proposed by the authors of objective way which leads the reader to want to know this kind of strategy, being an incentive to take the first step and, to health professionals who already know and perform, reading the chapter sharpens interest in perfecting this strategy.

In the last chapter- *Gleaming pathways to health education*, the authors point out that education as a historical process evolves insofar as society evolves, allowing the human being to develop their potentialities, the exercise of skill and the re-creation of competences. A key aspect in this context is the nurse know yourself so that you can understand the other. Focus on what it takes to go beyond preventive actions and health practices should be developed by a multidisciplinary team users, allowing the citizen to its exploitation with the knowledge to contribute to the process of social change. In this final chapter, the authors make an invitation to reflection of the educational process and new horizons of health education that need to be traced through more creative, critical and reflexive, favoring teaching-learning spaces that allow a collective growth of both the professional as the subject.⁷ Corroborating with this idea, adds up to promote an authentic Praxis, so the action and reflection m² health education practices to develop healthy living conditions to the user of the health service.

The authors in the course of their book *pathways for the realization of an innovative educational practice*, in some moments, provoke and show that there have been developments and that, therefore, the adaptation is necessary.

In this way, one can see that health education practices, due to the evolution of the contemporary world, have developed strategies necessary to interact with the new reality, for it is important to re-examine the role of the educator/healthcare professional and its learning resources developed with users.

Is valid to point out that, in the concluding statement of the work, the authors emphasize that the proposed ideas cast had as aim to provoke us readers to effective perception that man lives continuously an educational process in an attempt to adapt to the needs that arise with the transformation of society, its values and its culture, seeking to accomplish more as a person.

We recommend the reading of this work for its wealth of information that incite the reader to reflect on their educational practices in health. Healthcare professionals is a great book to rethink their actions with users and to students, the pursuit of knowledge construction.

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