Educational strategies as a continuous process...
INTRODUCTION

As some issues regarding the methodology of the teaching-learning process are in-depth, it is necessary to report the strategies and teaching methods used in the classroom, in order to contribute to the understanding of the process of (un) and (re) construction of knowledge, from the speech of the persons involved in this process, students who are considering these methodological paths point to which the teacher must follow.

A few years working as a teacher of the discipline called Special Units, which corresponds to the area of the Intensive Care Unit (ICU) in a higher education institution, located in the municipality of Rio de Janeiro, one realizes that this makes up a specialized area and technology, working with spaces intended for specialists, differentiation of knowledge, skill, ability and dexterity to perform procedures that, in many instances, represent the difference between life and death.¹

Most students who take the course will already reach the beginning of the period with a preconception, even though ignorance of what is really a ICU, and the lack of knowledge of the methods used for dynamic classes, imagine what will be attend a grueling course of this nature. The discipline embraces systematized knowledge with specific methods and practices, shares knowledge about a particular object, to allow the teaching-learning certain specificity. However, the production of knowledge has an ethical commitment to life, and what it produces in terms of know-how, new construction involves the teaching-learning process.²

Importantly, the institution that was the scene of the experiment reported here, the teacher must meet the program already prepared by coordination, without modifying the contents. The teacher makes the classes every semester revisions in order to update some concepts or guidelines published by the authority. Therefore, it is up to the teacher to use the method it considers appropriate for the apprehension of the contents by the students, always looking for the light reflections in the classroom, find strategies to enable the dynamic and contextualized the learning process. In this sense, it is understood that there can be good schools without professionals who know how to teach, and no one can teach much less teach well, without having learned not only to the disciplines of education, but the method of teaching them.³

The competence of the teaching is based, besides intelligence working in analog or heuristic schemes his own field, in intuitive processes, procedures for identifying and solving certain type of problems, which accelerate the mobilization of relevant knowledge and underlie the demand and development of appropriate strategies for action for better teaching and learning. The university continues to think the learning more in terms of knowledge than skill-based; therefore, to apprehend them, one should observe the student dealing with complex tasks, which requires time. Building competence means learning to identify and find the relevant knowledge, being already present, organized and appointed by the context.⁴

If learning is not associated with one or more pedagogical practices of teaching, it is susceptible to misinterpretation by students, and these concepts may become obstacles to learning. In this sense, the teacher needs to implement strategies pedagogical action that will make teaching enjoyable, although you are required to follow the lesson plan, the use of scarce resources didactic teaching that the institution offers. For this, the educational action requires commitment of the teacher; it is his/her reality that will shape the action in the process of searching for continuous learning.

Based on the above, the object of the study is: teaching strategies as a continuous process in nursing education.

OBJECTIVE

- To report the teaching strategies used in an educational institution, and discuss the learning process, based on the strategies used.

METHOD

This study consists of an account of lived experience as a teacher of the discipline Special Units, covering the Intensive Care Unit, of the Course of Graduation in Nursing of a private College located in the state of Rio de Janeiro. According to the Political Pedagogical Project of the institution, the end of each semester must submit a report to the teacher, containing the activities carried out during the semester as well as a self-assessment, and explains the positive aspects and those which need to improve to enable the teaching methodology.

Has used the evaluations performed by the student to write this report, and these have guided the teaching methodology used in
Recent years. Importantly, the results by the speech of students, has been modified teaching strategies as ways to improve the process of apprehension about these issue, in the classes of Intensive Care.

It was used as a technique for data collection the interview, in order to identify with the students, as they realize the methodology of teaching learning in this discipline. With the following questions: What were the positives points used as a methodology in the discipline of Special Units? What are the points to improve the promotion of the methodology used?

The subjects were students of the 7th period in nursing in the discipline Special Units in 2011. In the 1st semester of 2011 of the 60 students, 44 answered the questions, and in the 2nd half of 2011, from the 46, 29 students answered the questions. There were selected some lines that elucidated the subject proposed. The data were divided into thematic categories and analyzed in the light of theoretic of education.

RESULTS AND DISCUSSION

The dynamics of the data collection was carried out a week before the final evaluation of the course, so that the notes would not interfere in respondents’ answers. When asked about the strengths of the methodology used by the teacher in the subject of Special Units, gave the following answers:

The way the class is taught, dynamically, facilitates understanding. Studies directed facilitate the study for exams, the method is much better than getting reading handouts. (Rosa).

The class is given as well, has well illustrated slides and matter is good content. (Cravo)

Compliance with the time and verbal fluency, attention domain, exchange of ideas, issues beyond the given matter, cohesion and objectivity. (Jasmin)

I confess that the subjects of intensive not called me much attention, but from their classes, my interest in this subject has increased. I believe that my interest was the way that the teacher transmits its contents. The class is dynamic and the contents are passed with clarifications and goals. (Palma)

Before this discipline, I did not know or understood anything about Intensive Care, so disliked, but after school, it was all very clear. Got it the way it was explained and I even like it. The way it is explained is excellent. (Flor do campo)

The use of audio-visual resources during classes, dynamic classes and objective and updated questions possible resolutions to questions, content and schedule of classes offered in the semester average in the first class, directed study, which facilitates the student to have a direction to study, respect, patience and education to students. (Saudade)

The class itself is dynamic, the teacher knows how to get around the issue without leaving edges or gaps, which he is unaware by a question he will seek the answer and explains very well. (Begônia)

Based on the statements of the actors interviewed, it appears that the methodology used in the delivery of content is in what discipline is, is what will make the difference in the learning process, in order to stimulate students to learn, or practice pedagogical teaching. It is understood that it is necessary daily and constant evaluation of the methods used, in order to provide the students with tools that can enable and facilitate the understanding of the contents, not only for conducting the assessment, but training continues throughout of his professional life.

In this context, it can be inferred, according to Freire, that teach is not to transfer knowledge but to create the possibilities for their own production or construction. Who formed shape and re-shape the form and who is trained to form and shape to be formed.3

Teachers must master the knowledge to be taught, to be able to teach, administer and evaluate a class. Restricting to synthetic formulations, probably all agree that the teacher profession is also, for example, to manage the progression of learning, or engage students in their learning in their work.5

In fact, the development of the ability to adapt to new situation in a context with increasingly frequent challenges that are classrooms, due to its plural context, has become an important need to be considered in education. To form flexible professionals, able to regroup quickly because accompanying the evolutionary process of science and technology, who can work in a group, and who is competent, is now fundamental requirement.

According to some authors, competence is a complex category of mental and intellectual activity that meets the capacity and ability of teachers to mobilize knowledge and pedagogical teaching resources to resolve complex situations that occur in everyday academic life. In this sense, teaching, competence is built in that these mental operations are performed in real time, i.e., when there is a mobilization of the attributes, knowledge, experiences and mental
resources, which are carried out instantly upon request. At the same time, power may be regarded as the essence of teaching, since essence means that which is the most basic center as the most important feature being one or something that gives an identity of a distinctiveness.6

Professional competence consists in finding a wide repertoire of device and sequences in adapting or building, as well as identifying with such insight as possible, they mobilize and teach. 5 Competence is the ability to act effectively in a particular situation, based on knowledge, but not limited to them. It is not to develop skills for simple adaptation to the needs of the production process, either for the execution of tasks and activities related exclusively to the world of work, but to promote the competence of human care, in its ethical dimension, thus seeking to promote a differential in training these future professionals.4

The nurse-teachers in the teaching of undergraduate nursing need to be aware of changes needed in their work, in the sense that today, the tone in the classroom, and supervised practice is not simply the transmission of knowledge but the reasons why this knowledge can contribute to the development of skills, and building critical thinking and reflective of the reality of the social, economic and political force, even proposing solutions to problems that arise in teaching practice.7

Thus, the teachers gradually build skills from their own practice, building a capacity to act in the most varied situations. The change in attitude of the teacher, therefore, is related to the construction of a new pedagogical framework, which, in the construction process, the teacher can learn to make a reflective practice, acting consciously, systematically analyzing its action as a constructor of knowledge.8

In the second stage, when asked what are the points to improve the methodology used to boost the discipline Special Units, because even while teachers seek mostly to offer a methodology of quality. In this context were highlighted a few lines:

Decrease the content of dividing classes better because there is much information for one day which leads to fatigue and decreases the yield at the end of class; to increase the practical lessons, because the lessons in the lab came closer in the techniques and facilitates learning. (Margarida)

It is difficult to assess the points to improve, but that it helps the professional to be excellent, and others, because nobody

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professional citizen, so there must be conditions for training, qualification and faculty development, so that the process of teaching and learning is more effective, with regard to the educational area, the socio-political perspective and research. Anyway, the teacher, to teach, to learn to mediate, show, do, reflect and guide practice, combining knowledge, skills, attitudes and research.

At present it is thought paradigm, enhancement of information due to the process of technological and globalized era, making the labor market seeks new professionals, not only people with relevant knowledge and endowed with specific skills, which is today as name “the search for talent.” These individuals should add to their profile creativity and skills, leading universities seek to provide the development of new skills in the professionals formed therein, and consequently, to seek new skills in teachers inserted in it.

Armed with a theoretical critique, the notion of qualification has been replaced and the production process of the present requires another kind of worker, a worker versatile, capable of abstraction, with initiative and that suits many situations the new mode of institutional organization, then giving rise to the formation of skills. Thus, teacher education driven by the notion of teaching skills would be prepared to contribute to the setting of a new education. Remembering that the power is not something that is acquired once and for all, we become competent.

The objectives for a differentiated educational methodology, which is geared towards the reworking of knowledge to produce new knowledge and to further develop skills and willingness to seize attitudes and skills necessary for the job, involve profound changes in relations teacher-student. Those powers should express actions as critical thinking, scientific curiosity, creativity and research, based on the reality of the students, the teacher has the responsibility to articulate teaching methodologies characterized by a variety of activities stimulating the creativity of students.

Teach is not to transfer knowledge but to create the possibilities for the production or construction. Who teaches learns to teach and who teaches learns to learn. Conditions real learning learners are transformed into real subjects of the construction and reconstruction of knowledge taught alongside the educator also subject of the process. The teaching practice critical thinking tease the right, involves dynamic movement, dialectical, between doing and thinking about doing. It is the practice of thinking critically today or yesterday that you can improve the next practice.

It is noteworthy that there is a current need for teachers to adopt a reflexive practice, because in Changing Societies, the ability to innovate, negotiate and regulate the practice is decisive. She goes through a reflection on the experience, encouraging the construction of new knowledge.

In the speech of the subject, it became likely that the students are the protagonists of the learning process, the teacher directing the tread for better methodological way, with the product a better acceptance of the practice and understanding of the subject taught.

**CONCLUSION**

This study sought to relate an experience about the use of educational evaluation as strategies used by teachers, for the dynamics of the classes, and thus reflect about a practice that allows for a better apprehension of content by the students, in order with this, a best personal and professional qualification.

However, when understanding that the teaching-learning process should be a dynamic instrument, actualized and attends the learning needs of a particular group in a particular discipline, it is noteworthy that each teacher must equip these resources in order to offer to students didactics that can meet these needs. Therefore, it is expected that this study can contribute to a greater reflection of the nurse teacher, demonstrating that the assessment is a tool that should be part of the daily work.

**REFERENCES**

Valente GSC, Souza CJ de. 

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Corresponding Address
Geilsa Soraia Cavalcanti Valente
Escola de Enfermagem Aurora de Afonso Costa - Universidade Federal Fluminense
Rua Dr. Celestino, 74 / sala 41 / 4º andar / Centro
CEP: 24020-091 – Niterói (RJ), Brasil