Challenging the understanding about the act of reading in higher education in nursing: a reflective analysis

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ABSTRACT

Objective: To reflect on the act of reading in nursing higher education. Method: a reflexive study, based on academic experience of the authors and available literature on the act of reading in nursing higher education. There were formulated the questions: In what consists the act of reading and what is its importance in nursing higher education? What kind of reading should be encouraged and how it should be developed? How to enhance the act of reading in nursing education? Results: In general, tertiary students have low reading ability and inability to abstract important ideas from the texts. It is possible to act pedagogically in this reality, with commitment of students, teachers and educational institutions in building a critical-reflexive education with meaningful learning. Conclusion: It is necessary to identify profiles of reading comprehension for students entering the undergraduate nursing and the assessment of methodologies used to work possible deficiencies. Descriptors: Higher Education; Nursing; Reading.

RESUMO


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Objetivo: Reflexionar sobre el acto de la lectura en la educación superior en Enfermería. Método: Estudio de reflexión, basado en la experiencia de los autores y la literatura académica disponible sobre el acto de la lectura en la educación superior en Enfermería. Las preguntas fueron formuladas: ¿Qué es el acto de leer y cuál es su importancia en la educación superior en Enfermería? ¿Qué tipo de lectura se debe estimular y cómo debe desarrollarla? ¿Cómo mejorar el acto de la lectura en la educación de enfermería? Resultados: En general, los estudiantes de educación superior tienen la capacidad de lectura baja y la incapacidad de abstrair las ideas importantes de los textos. Es posible actuar pedagógicamente en esa realidad, con los esfuerzos de los estudiantes, profesores e instituciones educativas en la construcción de la formación crítico-reflexiva con el aprendizaje significativo. Conclusión: Es necesario identificar los perfiles de comprensión de lectura para estudiantes que ingresan en el pregrado de enfermería y de evaluación de las metodologías que se utilizan para trabajar posibles deficiencias. Descriptores: Educación Superior; Enfermería; Lectura.

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INTRODUCTION

Higher education in nursing in Brazil has undergone numerous changes throughout history, in response to changes in society in which its graduates act as professionals. As a document that describes the current National Curriculum Guidelines for graduate programs in nursing, the profile of the forming/egress/desired professional has recommended that this generalist, humanist, critical and reflective, being a professional qualified scientific and intellectual for the year nursing, based on ethical principles. Should also be able to know and act on the problems and situations of health and illness more prevalent in national epidemiological profile, identifying the biopsychosocial dimensions of its determinants. Still, must be able to act with a sense of social responsibility and commitment to citizenship, as a promoter of health of the human being.¹

It is a bold expectation that, if achieved, as professionals able to act in a critical and reflective on the most varied social realities and work contexts. However, the completion of higher education has not necessarily generated good employment opportunities, just depending on the qualification received by the student during the course conducted.²

In part, the limited supply and the quality of jobs is due to the restructuring process triggered in the sector of health services under the guidance of neoliberal policies, producing conditions such as unemployment and precariousness in the labor market today.³ On the other hand, it is possible that the student reaches the end of higher education professionals with certain limitations, resulting in learning disabilities, because of general difficulties encountered to incorporate the changes established by the Guidelines for its formation. In nursing, the main limitations mentioned are those relating to the acquisition/development/assessment of skills and abilities, and the essential contents.⁴

Example of this is the fact that most students in higher education in all areas have low reading ability and inability to abstract the most important ideas of a text, necessary aspects for your technical and scientific knowledge and skills in the professional market.⁵

Reading is notably one of the main channels to the desired professional profile in any area and it is expected that the tertiary student master reading comprehension, demonstrating articulation, fluency, critical analysis and creative information.⁶ However, it turns out that many college students have difficulties in understanding and writing academic texts, fail to establish analogies, draw criticism or even monitor their own understanding, and denote some syntactic and semantic domain. This represents a level of understanding than that expected for this stage of schooling and highlights weaknesses acquired in previous grade levels, because of the failure mechanisms of diagnosis and coping with these difficulties.⁷

Taking the reality of higher education in nursing, it becomes tricky to diagnose the level of reading performance presented by the students, since the available scientific studies do not address the variety nor the complexity of the existing realities.

In view of the above, the following questions arise: What is it and what is the importance of the act of reading for the graduate student in nursing? What kind of reading should be encouraged in the formation of this student? How develops the act of reading in nursing education? What can be done to enhance the act of reading in nursing education?

Accordingly, the objective of this study is to propose a reflection that, based on classical and contemporary authors from different disciplines that make up this field of study, seeks to provide subsidies to the debate on the act of reading in nursing education. This is the type of study reflection which found motivation for its achievement from the academic experience of the authors and rationale in the available scientific literature on the act of reading in higher education in nursing.

♦ The act of reading and its importance

Reading is a skill that requires continuous learning, since the more a man learns about his world and new words, he will be more apt to recognize them. In this sense, the act of reading is much more than interpreting lyrics to understand a message, as it includes the feeling and the attribution of meaning to the text, beyond the content of the relationship with other knowledge already acquired.⁸

The reading of the word is therefore preceded by the reading of the world and is essential for reading the word that reading the world is carried out continuously. Language and reality are conceived as elements dynamically connected.⁹ Still, there are various ways of reading that different readers actualize, as are also many different readings that readers perform the same at different times of their lives.⁰
It is through the act of reading it acquires a unique perception of the world and develops critical thinking, leading the reader to question and evaluate the text read, within a framework of their own knowledge, concepts and values.  

The quest of mankind for knowledge was found in the act of reading ability to reflect and comment on various aspects of life. In this perspective, reading is also a social practice, understood as a cultural product, in a world where information is increasingly available, tends to exclude people not manipulated to access them.  

As reading is a form of knowledge and social integration that articulates with other knowledge and cultural expressions, the functions assigned by the individual reading the result of the strength of socialization practices validated by their community and scaled by their experience.  

It is important to consider that reading may or may not be accompanied by understanding. This only occurs when there is an understanding of the sentences of the text, relating to converge for the purposed ideas. However, the true understanding requires more than decoding sentences, considering that the reader adds their prior knowledge and experience, based on their perception of the world. It is hoped that the reader fluently acquires a critical understanding of the text, consider the idea of the author and may draw your own conclusion on the subject.  

It is worth noting that formal education has reinforced logic rote memorization of description of an object in reading, and not from seizure of their profound significance. But it is from the meaning that the student acquires, in fact, the knowledge and consequently is able to memorize it, accommodate it. The rote memorization of object description does not constitute knowledge of the object. Therefore, the reading of a text taken as pure description of an object made in order to memorize it does not reach the goal of understanding, nor her apparent knowledge of the object that the text speaks.

Higher education in nursing seeks to follow this trend, experiencing a paradigm shift from the act of reading grounded in rote memorization to meaningful reading, able to generate understanding and knowledge. That's because the professional profile sought by the National Curriculum Guidelines depends directly on the development of critical reflection, possible from meaningful learning related to the act of reading.

Although it is reading that generates learning, the student who cannot read cannot learn and this has undermined the whole process of developing specific skills and abilities of their profession. In nursing, one geared primarily to the care of individuals and human groups, it is an ethical challenge to address deficits in reading and learning, which can pose risks to the integrity of the subject, with potential losses to life.

- Types of readings relevant to nursing education

The knowledge considered classics for their relevance to the specific fields of knowledge comprise essential readings in any field, since the knowledge is situated in a unique way as the spatial-historical context in which it develops, and its complexity, elements without which the exploitation of this knowledge becomes shallow.

A classic work is for us to understand who we are and where we are. It's that work that exerts particular influence when it imposes as unforgettable as well as when it hides in memory, blending the individual or collective unconscious. This is a reading so universal that every retelling is presented as a reading of discoveries and adds something new, as it was the first.  

In nursing education, it is essential that the student is encouraged to read classic works that discourse on the human individual and collective, the disease process, ethics, care, scientific theories and technologies to conceive an object, history and statement of the profession, and the work process of the nurse in the various contexts of human health care.

Similarly, there should be incentives to search for classic interdisciplinary knowledge, arising mainly from the fields of healthcare, life sciences and social sciences, which must be addressed in undergraduate courses in nursing favoring the formation of socially committed professionals and promoters of a comprehensive health.

The classical education and administration are also important, while the nurse must mobilize resources both for teaching care practice in health education, and for the management of the nursing team and care coordination. It is pertinent also to stimulate readings of arts in nursing, either in the sense of technological contribution to care, or even awareness of the strand of humanization of health care.

For reading the classics can achieve maximum performance, it is recommended to switch it to read updates in a wise dosage.
Thus, you can understand where they are read as “today can be banal and mortifying, but it’s always a point at which we stand to look forward or backward”. 11:14

Reading updates, nursing, helps move the student to look at the realities in which the work develops, mobilizing not only the concept of needs and behaviors ideals, but also real. This correspondence between the ideal and the real is fundamental to the development of critical reflection and, therefore, a good nurse.

The most current readings in nursing today are pervasive, especially for scientific journals. Disseminate these works in thematic areas and methodological approaches of different nature, lying widely indexed in databases and portals available for electronic access through the internet worldwide.

Given the large amount of classic and current necessary for higher education expected in nursing, it is possible that a disturbance arises, that all reading this expectation is in contradiction to the fast pace that contemporary society in demand. In general, as an alternative to this question, we can invent for each ideal library, to be sipped in the other day other forms of language should be fully explored in the classroom, through an infinity of sensory features (audio-visual, tactile, olfactory, etc.). If, on the one hand, the book requires concentration to an attentive and intentional dip in the printed directions to extract the textual narrative, on the other signs, they make reading the other signs that circulate intermittently requires dispersion; ie, a new way of dealing with information and knowledge and now dwells in conflict with ancient forms of reading. 12

The learning that can develop from these new experiences is difficult to measure, but high production potential guard. If the teacher is able to use the resources of the computing its didactic teaching for example, you can enable a connection with the students what is latest in the discipline in question, and also encourage the process of self-learning, stimulating cognitive-volitional character of future professionals. 14

It is noteworthy that the technology provides very important tools for the development of skills in reading, but as they all fulfill its function only if operated properly. This requires the educator and the student property to use technological resources, which can only be acquired with frequent exercise and therefore broad access to these resources. It is necessary that educational institutions pay attention to this need, otherwise the technology can become a complicating aspect of the teaching and learning process.
In nursing, represent increasing trends development and incorporation of technological resources in educational practice. Examples are virtual platforms for sharing educational content, communication forums approaching educators and students, as well as collaborative development of projects by individuals and institutions geographically dispersed.\textsuperscript{14}

In addition, skills labs and classrooms have been increasingly modernized with equipment and software that allow for simulations, making the content more interactive and realistic, and reviews. We need research on nursing education follow this trend, focusing on the production of new technologies for higher education in the area to facilitate increasing the understanding and development of skills and abilities in students.

\textbf{Pedagogical interventions on the act of reading in nursing education}

Facing the ideas presented in this text, which pedagogical interventions that can be adopted to enhance the act of reading in nursing education?

The university has a duty to provide students an education that will provide conditions to possess mastery of skills involved in reading, especially with regard to technical and scientific reading, critical to future professional performance of that student. The reading comprehension, critical to success in higher education is associated with maturity in reading, which can be stimulated through specific policies and intervention programs. Thus, the role of the university is to plan, develop and administer programs to overcome the limitations related to any difficulties encountered.\textsuperscript{5,9}

As North to these actions, one possibility is conducting diagnostic profile of the undergraduate freshmen, to adequately assess their skills and reading skills and then offer, throughout the course, preventive and remedial activities that enable the necessary cognitive development desirable and personal development.\textsuperscript{9}

Accordingly, priority, it is necessary to evaluate the performance of reading in college to then direct them to specific programs in the disability detected. The area of Education has formulated some tests for this purpose, especially the Cloze Test, an instrument used to diagnose difficulties in reading comprehension at different levels of schooling. No studies referring experiences with diagnostic tests difficulty reading comprehension specifically applied to undergraduate nursing students were found.\textsuperscript{5,9}

Besides this institutional function, you must also reflect on the role of the educator on the context of weaknesses in students’ knowledge, resulting from the low reading ability, and technological change within the act of reading, which hold the potential to facilitate or equally hinder teaching and learning.

You need to encourage students to practice tirelessly the act of reading and, therefore, educators must adopt classroom teaching resources to mobilize the use of meaningful reading, that reading makes sense that in the universe of the student and the subject turns. The techniques of communication and expressiveness of teaching influence student motivation for this type of reading, must overcome the simple transmission of information.\textsuperscript{15}

So what actually guides the transformation of performance in the classroom is the adoption of alternatives to replace traditional pedagogies, involving more vertical transmission of knowledge and memorization of descriptions, and less reflection, critique and understanding of content. A pedagogy that allows the expression of the subject’s perception of the world and work in the perspective of this emancipation is required. Together, the alternative pedagogies configure more complex and powerful in confronting the difficulties presented panorama tools.\textsuperscript{16}

We chose to highlight this text as the main alternative methodologies non-directive and relational pedagogies judged based on the reference adopted. The non-directive pedagogy suggests that the teacher assumes the role of facilitator, the student being responsible for their independent learning process, seen as keeper of knowledge and skills that determine a priori. The teacher does not teach, the student is learning. This format may be advantageous to approach diverse content, it stimulates active student participation, but caution is needed when you want to address that need the experience and knowledge of the educator who react expressively to guide the thinking of students.\textsuperscript{16,17}

To address these cases, the relational pedagogies emerge that suggest the teacher as problem-solving agent, driver of the student through relevant questions and debate of ideas, establishing classroom an environment of construction of new knowledge, in which the interaction student-teacher is the basis of the learning process. This pedagogy requires the teacher cause destabilization in cognitive student through...
novelty and it is for the student to move from a level of knowledge to another, higher, through assimilation and subsequent accommodation. This process temporarily stops every accommodation but face new challenges repeats, allowing the cognitive subject reaches ever higher levels of knowledge.\textsuperscript{16,17}

In the face of so many potential related to the act of reading, it becomes imperative awakening of educators and institutions responsible for nursing education to the problem in question, especially to integrate these courses to the processes of development of new pedagogical interventions in institutions teaching and classrooms. Only then can meet and work in fact the level of reading comprehension of nursing students, contributing to form truly critical and reflective practitioners with scientific and intellectual qualification for the profession. Do not follow the trends presented means injury to the integration of students into the working world, and especially to the society that will be the object of his poorly qualified intervention.

\section*{CONCLUSION}

Based on references drawn upon in this paper, it was possible to reflect on the act of reading in the training of nursing students, considering their nature and importance, types of reading that should be encouraged, so that it develops the act of reading in nursing education, and pedagogical interventions possible in this scenario.

In general, points to a low reading ability and an inability to abstract the most important ideas of a text among most students in higher education in Brazil. It is possible to understand that nursing is ins

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