



IMPORTANCE OF SCIENTIFIC RESEARCH IN THE MULTIDISCIPLINARY CONTEXT

IMPORTÂNCIA DA PESQUISA CIENTÍFICA NO CONTEXTO MULTIDISCIPLINAR

IMPORTANCIA DE LA INVESTIGACIÓN CIENTÍFICA EN EL CONTEXTO MULTIDISCIPLINARIO

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ABSTRACT

Objective: to describe the importance of research in the multidisciplinary context. **Method:** this is a qualitative and descriptive study, of experience report type by four master's students in a workshop divided into four stages: lesson plan, expository class, discussions, and performance of a dynamic. **Results:** at the end, a questionnaire was used to evaluate the workshop, where it was possible to verify that, although 80% of the students knew some of the approaches, 100% stated that they had the opportunity to reformulate concepts and points of view that they had about the subject and acquire knowledge beyond those already possessed. **Conclusion:** positive and renewing perceptions about students' knowledge about teaching, research and extension, and the importance of combining research with teaching and health practices in producing knowledge and assuring quality to the population were obtained. **Descriptors:** Teaching; Research; Community-Institutional Relations; Professional Practice; Health Personnel.

RESUMO

Objetivo: descrever sobre a importância da pesquisa no contexto multidisciplinar. **Método:** estudo qualitativo, descritivo, tipo relato de experiência vivenciado por quatro mestrandos na realização de uma oficina dividida em quatro etapas: plano de aula, aula expositiva, discussões e realização de uma dinâmica. **Resultados:** ao final foi aplicado um questionário para avaliação da oficina através do qual foi possível verificar que, embora 80% dos discentes conhecessem alguma das abordagens, 100% afirmaram ter tido a oportunidade de reformular conceitos e pontos de vista que tinham a respeito do assunto e adquirir conhecimento além dos já possuídos. **Conclusão:** foram obtidas percepções positivas e renovadoras acerca do conhecimento dos discentes sobre ensino, pesquisa e extensão, e ratificou-se, ainda, a importância da combinação da pesquisa com o ensino e com as práticas em saúde em produzir conhecimento e assegurar uma assistência de qualidade à população. **Descritores:** Ensino; Pesquisa; Relações Comunidade-Instituição; Prática Profissional; Pessoal de Saúde.

RESUMEN

Objetivo: describir sobre la importancia de la investigación en el contexto multidisciplinario. **Método:** estudio cualitativo, descriptivo, tipo relato de experiencia vivido por cuatro estudiantes de maestría en la realización de un taller dividido en cuatro etapas: plano de aula, aula expositiva, discusiones y realización de una dinámica. **Resultados:** al final fue aplicado un cuestionario para evaluación del taller, donde fue posible verificar que, aunque 80% de los discentes conociesen alguno de los enfoques, 100% afirmaron haber tenido la oportunidad de reformular conceptos y puntos de vista que tenían al respecto del asunto y adquirir conocimiento además de los ya poseídos. **Conclusión:** fueron obtenidas percepciones positivas y renovadoras acerca del conocimiento de los discentes sobre enseñanza, investigación y extensión, y se ratificó, también la importancia de la combinación de la investigación con la enseñanza y con las prácticas en salud en producir conocimiento y asegurar una asistencia de calidad a la población. **Descriptor:** Enseñanza; Investigación; Relaciones Comunidad-Institución; Práctica Profesional; Personal de Salud.

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INTRODUCTION

The research integration with health education and services is considered as a construction of a teaching-learning process that facilitates the exchange of experiences and the construction/reconstruction/signification of knowledge that develops the capacity to produce own knowledge, assuring a quality and scientific rigor.¹

A study showed that in the past scientific works were only related to those interested in teaching. However, this fact has been modified and has become a daily practice of university students. Graduates who are encouraged to participate in scientific research are able to develop the teaching-learning process in research and apply it in their professional life practices.³

The students enter the university searching for teaching, but it is up to the institution to offer research and extension to stimulate the critical sense. In this way, the articulation between teaching, research and extension directly influences the quality of its academic formation and the success of the professionals trained by the universities.⁴

OBJECTIVE

- To describe the importance of research in the multidisciplinary context.

METHOD

This is a qualitative and descriptive study about the experience of four Master's students of the Postgraduate Program in Nursing and Health (PPGES) of the State University of the Southwest of Bahia (UESB), Jequié campus, as an evaluation requirement of the Teaching Learning in Health Sciences. On May 30th, 2000, a workshop was held with the theme "The importance of scientific research in the multidisciplinary context" with ten undergraduate students from the V semester of a UESB health course.

It began with the presentation of the master's students and the lesson plan. Then, the subject Scientific Research was explored with the help of data show and videos. Subsequently, a discussion was held questioning them about the concept of research, their insertion in the research, their doubts and experiences. Following, a dynamic was done, where the class was divided into three groups, each one received the article "Qualitative and quantitative methods in the health area: definitions, differences and their objects of research" of Turato (2005). From

this, the first group was guided to elaborate an intelligent question, the second an objective answer and the third a synthesis of the question and the answer. After discussion of the students, this stage was closed with the resumption of the subject by the masters' students.

The third stage of the workshop consisted of an expository lecture about filling out the Lattes curriculum, emphasizing the importance of its updating, and the institution's research groups linked to PPGES.

For the evaluation of the workshop, ended with the delivery of the questionnaires to the students, containing the following questions: Did you already know the subject addressed? Did the workshop give you knowledge beyond what you have already had? During the course, did you reformulate concepts and points of view that you had about the subject? In your opinion, what has been said has its practical application in your professional life? Did the workshop provide participants with opportunities to share experiences and knowledge with each other? Do you generally consider that the methods and techniques used in the workshop by the exhibitor(s) were "unsuitable" or "adequate"? Was the teaching material used "sufficient" or "insufficient"? Did you find it difficult to answer the questions asked (sometimes/seldom/often)? Have the workshop facilitators been clear in their explanations (Always/Not Always)? Did the facilitators get the attention of the participants (during all time/part of the time/failed)? Have facilitators become monotonous and tiresome in exposing the theme, causing disinterest in the group (sometimes, very often, often)? Was the workshop hours "Insufficient", "Reasonable" or "Excessive"? Also, space was provided for them to submit suggestions or criticisms that they deemed necessary regarding the completed workshop.

RESULTS AND DISCUSSION

From the analysis of the results, it was possible to verify that, although 80% of the students knew some of the approaches, 100% affirmed that they had the opportunity to reformulate concepts and points of view that they had about the subject and to acquire knowledge beyond those already possessed. These findings corroborate with another study,⁶ which affirmed the importance of research and extension in the construction of the scientific spirit and function as an adequate channel of aid for the formation of a new mentality in the student.

All students stated that “most” of what was said has practical application in professional life and most of them, 80%, considered that the workshop provided an opportunity to exchange experiences and knowledge among themselves. It is known that the articulation of research with teaching and health practices promotes the development of the capacity to produce knowledge and ensure quality assistance, reaffirming the potential of research to respond to the demands of a population and to strengthen the transformation of practices in health.^{1,7}

Regarding the methodology used, all considered it “adequate” and stated that the didactic materials used were “sufficient” and most (90%) considered the workshop time as “reasonable”. Nevertheless, in the evaluation of the facilitators, a satisfactory answer was obtained for all the questions, since 90% considered them “always” clear in the explanations, 70% said that the facilitators were able to capture the participants' attention “all the time”, and 80% said that “few times” the facilitators have become monotonous and tiresome in their presentation of the theme. It is believed that the teacher is able to transform knowledge into something pleasurable for the student, as long as it has mastery of content and charisma, besides using appropriate and diversified methodologies and have a good lesson planning. It is worth emphasizing that higher education teachers should propose more creative and dynamic activities to improve the student's relationship with their practice.⁸⁻⁹ Confirming the above, the students answered that few (60%) or sometimes (40 %) found it difficult to answer the questions that were formulated, showing that it was an adequate methodology and approach, being possible the acquisition of the knowledge by the participants.

Regarding the third stage of the workshop, 100% stated that they have a curriculum registered in the Lattes platform and are unaware of the research groups presented. At that same time, the students questioned how they could join these research groups. Finally, two of the participants made considerations in the space for suggestions or criticisms. The first suggested that facilitators could contribute more comments on the videos presented in the first stage of the workshop. However, the second participant found it interesting that this workshop was carried out with groups from the first and second semester to have the first contact with research and extension. This last contribution shows that the institution where the workshop

was applied fulfills its role as an articulator of the teaching/research/extension triad since students who are still in the middle of the course are already involved in these activities.

CONCLUSION

The performance of the workshop brought positive perceptions about students' knowledge about teaching, research, and extension, observed by the institution's ability to fulfill its role as an articulator of this triad. The combination of research with teaching and health practices are able to produce knowledge and ensure quality care, also contributing to respond to the demands of a population.

It is also noted that the contact with the theme is always renovating, since there is always something to add in the knowledge about the research.

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