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PEDAGOGICAL PRACTICE OF THE NURSE IN HIGHER EDUCATION TEACHING PRÁTICA PEDAGÓGICA DO ENFERMEIRO NA DOCÊNCIA DO ENSINO SUPERIOR PRÁCTICA PEDAGÓGICA DEL ENFERMERO EN LA DOCENCIA DE LA ENSEÑANZA SUPERIOR

José Francisco Ribeiro¹, Jessica Moura Luz Costa², Maria Aparecida Coutinho da Silva³, Vera Lúcia evangelista de Sousa Luz⁴, Marylane Viana Veloso⁵, Arianne Lara Ibiapina Ribeiro⁶, Dalila Maria Matías Coelho.⁷

ABSTRACT

Objective: to describe the pedagogical practice of nurses in teaching higher education. **Method:** qualitative, descriptive study, consisting of 13 teaching nurses with an employment contract exceeding six months of a private higher education institution. Data were collected through a direct and individualized interview, with semi-structured script, with recorded and transcribed speeches in full. The Content Analysis technique was used in the Categorical Analysis modality. **Results:** the categories << Teaching practice meanings for teaching nurse >> were obtained; << Resources used by teaching nurses in their pedagogical practice >>; << Aspects considered by the teacher in the development of pedagogical practices >> and << Facilities and difficulties in the practice of the pedagogical practice from the point of view of the teaching nurse >>. **Conclusion:** the pedagogical practice in the teaching environment is built daily stimulating the favorable exchange of experiences, sharing new knowledge and contemplating the training based on the transformative model. **Descriptors:** Health Education; Teaching; Education, Higher; Teacher Training; Nursing.

RESUMO

Objetivo: descrever a prática pedagógica do enfermeiro na docência do ensino superior. *Método*: estudo qualitativo, descritivo, constituído por 13 enfermeiros docentes com contrato empregatício superior a seis meses de uma instituição de ensino superior privada. A coleta de dados ocorreu por meio da entrevista direta e individualizada, com roteiro semiestruturado, com falas gravadas e transcritas na íntegra. Utilizou-se a técnica de Análise de Conteúdo, na modalidade Análise Categorial. *Resultados*: obtiveram-se as categorias <<Significados da prática pedagógica para o enfermeiro docente>>; <<Recursos utilizados pelos enfermeiros docentes em sua prática pedagógica>>; <<Aspectos considerados pelo docente no desenvolvimento de práticas pedagógicas>> e <<Facilidades e dificuldades no exercício da prática pedagógica sob a ótica do enfermeiro docente>>. *Conclusão*: a prática pedagógica, no ambiente de atuação do docente, é construída diariamente estimulando a troca favorável de experiências, compartilhando novos saberes e comtemplando a formação pautada no modelo transformador. *Descritores*: Educação em Saúde; Docência; Educação Superior; Capacitação de Professores; Enfermagem.

RESUMEN

Objetivo: describir la práctica pedagógica del enfermero en la docencia de la enseñanza superior. Método: estudio cualitativo, descriptivo, constituido por 13 enfermeros docentes con contrato de trabajo superior a seis meses de una institución de enseñanza superior privada. La recolección de datos ocurrió por medio de la entrevista directa e individualizada, con guión semiestructurado, con las palabras grabadas y transcritas en su totalidad. Se utilizó la técnica de Análisis de Contenido, en la modalidad Análisis Categorial. Resultados: se obtuvieron las siguientes categorías << Significados de la práctica pedagógica para el enfermero docente >>; << Recursos utilizados por los enfermeros docentes en su práctica pedagógica >>; << Aspectos considerados por el docente en el desarrollo de prácticas pedagógicas>> y << Facilidades y dificultades en el ejercicio de la práctica pedagógica bajo la óptica del enfermero docente >>. Conclusión: la práctica pedagógica, en el ambiente de actuación del docente, es construida diariamente, estimulando el intercambio favorable de experiencias, compartiendo nuevos saberes y contemplando la formación pautada en el modelo transformador. Descriptores: Educación en Salud; Enseñanza; Educación Superior; Formación del Profesorado; Enfermaría.

¹Master, Undergraduate Nursing Course, Estácio College. Teresina (PI), Brazil. E-mail: jotafribeiro@yahoo.com.br ORCID iD: http://orcid.org/0000-0003-3133-0101; ²,³Nurses (egresses), Estácio College. Teresina (PI), Brazil. E-mail: jessicamouraluz@hotmail.com; E-mail: jessicamouraluz@hotmail.com; mariaaparecidacoutinho@hotmail.com ORCID iD: http://orcid.org/0000-0002-5298-2128; http://orcid.org/0000-0002-1784-1223; ⁴Specialist, Undergraduate Nursing Course, Estácio College. Teresina (PI), Brazil. E-mail: vera.lucialuz@hotmail.com ORCID iD: http://orcid.org/0000-0002-6600-1968; ⁵PhD student, Undergraduate Nursing Course, Estácio College ofTeresina (PI), Brazil. E-mail: marylaneveloso@hotmail.com ORCID iD: https://orcid.org/0000-0002-7132-7882; ⁴Professor, Undergraduate Nursing Course, Federal University of Piauí / UFPI. Teresina (PI), Brazil. E-mail: ariannylara@hotmail.com ORCID iD: http://orcid.org/0000-0002-6371-5623; 7Specialist Professor, Undergraduate Nursing Course, Estácio College. Teresina (PI), Brazil. E-mail: dalila.coelho@live.estacio.br ORCID iD: http://orcid.org/0000-0001-9052-3742

INTRODUCTION

Teaching is a complex relationship between teacher and student, in which the former goes through a process of construction throughout his or her professional practice based on theories focused on pedagogical practices. Learning is acquired from the moment in which the individual takes, for himself, the commitment to his professional formation.

According to the Freireana pedagogy, "teaching is not transferring knowledge, but creating possibilities for its production or its construction". It also considers that the act of teaching requires knowledge and, consequently, an exchange of knowledge, requires critical reflection on the practice itself and that is why, in the ongoing formation of teachers, the fundamental moment is that of critical reflection on pedagogical practices used.¹

The pedagogical practices are activities developed by the teacher in the educational process and not a mere repeated action, but one that the teacher develops with conscience and does not find difficulty to realize and share it. The pedagogical practice should not be released and, rather, linked to a theoretical and methodological framework.²

The current pedagogical practice aims at a socio-political-cultural context, dazzling the transformations of society, assuring the flexibility, diversity and quality of teaching offered to the academic, stimulating the adoption of concepts that aim at the development of investigative and reflexive practice in the diverse areas of action such as assistance, teaching, research and extension.³ However, some elements are essential if pedagogical practice is not to become reproductive and fulfill its role in the transformation of reality, they are: domain of knowledge, scientific content specific to the profession, objectives, strategy, theorypractice relationship, methodological planning with didactic resources, personal professional experience, good teachingstudent relationship, development of critical student awareness, research practice, holistic vision and continuous assessment.⁴⁻³

Continuing teacher education is also extremely important, since it is through this that the teacher keeps up to date to transmit his knowledge in a planned and innovative way for his students, leaving behind that model of traditional teacher and passing the be the one who also has something to learn when teaching.⁵

The work of health professionals is not limited only to care or cure, it also covers

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research, management and education. One side of this quadrilateral, education, is intended for activities with the patient, family and society, care team, and the training of new professionals, whether at the technical, undergraduate or postgraduate levels. Just as to work in any other area, it is necessary to have specific training, and acting in education also needs training.⁶

The training of the Nursing student is governed by the Law of Guidelines and Bases (LGB) which proposes, among other measures, the replacement of the minimum curricula by the National Curricular Guidelines (NCG) for undergraduate courses in health. guidelines reaffirm the need and the duty of Higher Education Institutions (HEIs) to train health professionals focused on the Unified Health System (UHS), with the purpose of adapting health education directed to the health needs of the community. ⁷ In this perspective, the Brazilian Nursing Association (BNA), in the last two decades, defends the interest of nurses in face characteristics of teaching, mobilizing representatives of educational institutions, health managers, trade unions, students and Nursing specialists.8

According to the National Nursing Directives, the course has great importance for the daily life in the profession, bringing benefits with a different look at teaching, coping with difficulties and the ability to benefit the construction of knowledge. With regard to higher education of the Bachelor of Nursing, specific competences are needed such as: health care, decision making, communication, leadership, administration, management and lifelong education. 9

pedagogical training of the Nursing student contemporary requires articulation between theory and practice, diversification of learning scenarios, active methodologies of articulation of research with teaching and extension, curricular flexibility, interdisciplinarity of incorporation οf complementary activities, evaluation learning, as well as process of monitoring, evaluation and management of the course and its termination, always focusing on the student who is the subject of this training process. In this perspective, teaching has specific knowledges that are used by teachers in the scope of their educational activities, in the day-to-day, either with the students in the classroom, or in a group with teachers, or with oneself in the organization of the pedagogical work. Thus, teaching in health should not be seen by the nurse professor, as secondary, since the teaching, learning and

assistance triad are part of the educational process for the actors involved in this action, who are teacher and student. According to this context, for the sake of clarity of objectives, the following guiding question was drawn: What is the perception of the nurse about his pedagogical practice in the teaching of Higher Education?

OBJECTIVES

- To identify the pedagogical practice of nurses in teaching higher education.
- To describe the pedagogical practice of nurses in teaching higher education.

METHOD

Qualitative, descriptive study, ¹⁰ developed in Teresina (PI), Brazil, in a Private Higher Education Institution (HEI), a civil entity, with a for-profit purpose, whose mission is to be a center for training citizens and professionals in ethics, solidarity competent in the areas of training.

The institution, was created in 1990, and received the authorization of the Federal Council of Education to act in the market, exercising an important role in higher education in the State in which it operates and providing, its students, with subsidies so that it can work in the labor market. In September 1994, the college received authorization for the operation of its first course, and in October 1994, it held the 1st Vestibular Competition at its temporary headquarters. In 2006, courses in the area of health sciences were authorized. 11

The courses Bachelor of Physiotherapy, Bachelor of Nursing and Bachelor of Nutrition add to the range of undergraduate courses currently offered by the Faculty. The HEI is also concerned with continuing education of students, offering courses of specialization in the most diverse areas. At present, the university offers new undergraduate and postgraduate courses, thus, increasing, the level of education and favoring the regional population with the knowledge coverage. It has, in its faculty of the Nursing course, a total of 36 teachers / nurses professionals, who provide services to HEI.¹¹

The choice of this HEI was easy to access for researchers and one of the colleges of prominence in the scenario of higher education in the city of Teresina (PI), in addition to the academic-institutional link with the idealizers and researchers of this project.

The participants of the study were 13 teachers with full Nursing training and with at least one year of teaching experience and who

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accepted to participate in the study by reading and signing the Free and Informed Consent Term (FICT), according to A random sample was drawn to define the sequence of the interviews, so that they were closed when the speech saturation occurred, that is, a repetition of the answers. The anonymity of the participants was guaranteed by the substitution of their names by deponents and sequentially numbered.

After the authorization of the institution involved in the research and approval by the Research Ethics Committee, the interview script was applied. An individual invitation was made to the teachers to participate in this research voluntarily and, after the acceptance, the interview was held in an appropriate place and reserved in the HEI. The instrument was previously pre-tested for validation, where it occurred in the period from February to March of this year.

The technique used in this study was the interview, since it consists of involving two people in a "face to face" situation where one of them formulates questions and the other answers. They are not directed specifically, the people that relate to the phenomenon to be investigated.¹²

The instrument for data collection, prepared by the researchers, was built on a semi-structured interview script. In this strategy, the interviewer is free to develop each situation in any direction he considers appropriate. It is a way of exploring a question more widely and can be answered in an informal conversation.¹³

The interview was recorded in MP7, as accepted by the participants, and transcribed by the researchers themselves in order to, reliably, reproduce, the answers provided during the interview for later transcription and analysis of the data.

In this study, the thematic analysis technique was used, a modality of content analysis that allows a greater understanding of the text, obtaining the correlation and how it occurs, between the central idea, the secondary and between the units and subunits of thought. The analysis of the data, from this perspective, was developed in three phases: pre-analysis; exploitation of the material; treatment of results / inference / interpretation.¹³

The pre-analysis is described as the period of organization that begins with the floating reading, that represents the first contact with the documents. The exploitation of the material, is generally, considered a long and exhaustive phase, which consists in systematically administering the decisions

made in the pre-analysis. Since the treatment of results / Inference / Interpretation aims to make the data valid and meaningful, attributing a degree of content analyzed. 12

In compliance with the ethical precepts of Resolution 466/2012, of the National Health Council, the research project was approved by the Research Ethics Committee of the State University of Piauí according to opinion No. 1,900,497, CAAE 58030116.6.0000.5209 and authorized by IES, local of conducting research.¹⁴

RESULTS AND DISCUSSION

The analysis and interpretation of data, in a qualitative study, have as main focus to explore social opinions and representations about the proposed theme, being important to note the conceptual differences. In this sense, the analysis goes beyond what is exposed, decomposing the data and analyzing the relationships between its parts. The interpretation, however, aims to give meaning to the speeches and the actions of the subjects to obtain an understanding or explanation of what was reported.¹⁵

The objective of the study was to identify, describe and analyze the nurses' perception about their pedagogical practice in higher education teaching. The participants were 13 nurses, 12 women and one man, ranging in age from 28 to 62 years. The length of service ranged from three to 24 years and, in terms of postgraduation, 13 had the title of specialists, four of masters and two of doctors.

After analyzing the data, the following categories were extracted: meanings of the pedagogical practice for the teaching nurse; resources used by teaching nurses in their pedagogical practice; aspects considered by the teacher in the development of pedagogical practices and facilities and difficulties in the exercise of pedagogical practice from the point of view of the teaching nurse.

♦ Meanings of the pedagogical practice for the teaching nurse

Nursing is a profession recognized worldwide and legitimized by the people as a practice of care in the preservation of life, corresponding to a field of specialized activities, necessary and useful for society. It is a profession that acts in the dimensions of care, research and education. When working in education, the professional nurse turns to the teaching career, and it is necessary to use pedagogical practice. ¹⁶

Pedagogical practice means something that can not be defined, only conceived and changed according to the principles upon Pedagogical practice of the nurse in...

which the idea is based. Such an understanding was inspired by the work, 'Fear and daring: the teacher's daily life'. This premise has an emergence in a conception of pedagogical practice adjectivated by the dialogical term, being the construction of knowledge seen as a process carried out by both actors: teacher and student, in direction of critical reading of reality.¹⁷

When considering the concept of meaning attributed by proponents of this theme, this concept corresponds to a perception of knowledge, influenced by the socialization of the individual, as well as by their work experiences. This category points out the concepts or conceptions attributed by the nurse teacher about practice which can be observed in the statements below.:¹⁸

A daily learning [...] I have to be updating myself to be able to experience this practice daily [...]. (Deponent 01)

Well, for me pedagogical practice is an opportunity to be improving the knowledge and to share this knowledge with others [...] to share knowledge, it is necessary to seek new updates (Deponent O2)

It is the way I transmit knowledge to my students and also make them understand the content transmitted [...]. (Deponent 03) The pedagogical practice for me is a daily exercise of transformation of the world, in the perspective of knowledge, education, awareness of the other, in the worldview, in my own worldview, of transformations, so that I can contribute to a better society and for a better and more sensitive individual. (Deponent 12)

According to the above statements, the teaching professionals recognize the pedagogical practice as a daily learning, so that they can develop, in a significant way, the transmission of knowledge. They consider the need to update and improve knowledge on an ongoing basis, acting as an active subject, capable of broadening their vision of the world and that of their students, thus being able, to act as an agent of transformation and contribute to a better society.

The teacher has an important role in the education system and this fact needs the recognition and the search for a continuous formation through qualification, qualification, improvement and, above all, to have the of innovative purpose the reflection, continually re-elaborating its teaching practices. In addition, this professional faces a great challenge of consolidating himself as a reflective professional in the face of the of difficulties and obstacles academic everyday life, where the basis of his practice is the classroom. 19

In the process of training the nurse, it is the teacher who has the role of mediator of the knowledge of his / her student and allows to the same, still in its formation, a process of construction of knowledge and abilities inherent to its nature in the health services, and this is given through the theoretical-practical knowledge acquired by it in its daily life, thus, facilitating transmission.²⁰

Still according to the authors above, in a changing educational reality, the student is the protagonist of his knowledge, from being a mere receiver, to being a transforming agent in the environment in which it is inserted, thus, facilitating, the steps of their own knowledge.

In this context, it is verified that the teacher needs to innovate their knowledge and techniques, being prepared to stimulate and disseminate, in the student, the desire to learn and recognize their possibilities and responsibilities as the main responsible for their learning.

It was possible to extract, from teachers' that pedagogical practice is testimonies considered as something previously constructed, planned and practiced daily in the educational environment, requiring an between the interaction subjects compose the action. It was observed that the teacher needs to know better the resources that will be presented in the classroom, adapting them to the needs of the students to promote the development of the actions made available to them. Below, there are speaches that demonstrate this understanding:

Pedagogical practice is a methodology of work, of teaching, that the teacher uses. From the moment he plans his class, he defines how this lesson will be taught. So, pedagogical practice is an instrument that the teacher uses to develop teaching and learning. (Deponent 05)

It is the interaction of the teacher with the student, it is the moment in which the teacher in the classroom points out ways for the student to build knowledge, so that it reaches the goal proposed with that content. (Deponent 06)

I consider pedagogical practice as the use of a methodology compatible with the proposed objectives [...] then pedagogical practice for me is to use compatible technologies for the best learning. (Deponent 08)

Thus, for me, pedagogical practice has to do with the methodology and methods that I use to get students to assimilate and understand the subject addressed [...] (Deponent11)

For students of this subject, innovative pedagogical practices are needed, which

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allow the use of active methodologies, so that the daily motivation of the trainee and the educator can be obtained, since learning is also something that should be reflected by the teacher during his / her planning, seeking the best way to approach a content, so that there is interaction between both and success in the construction of knowledge.⁵

It is important to inform that it is through the shared action of the teacher with the student that the teacher shows important ways for the student's perception of his role as protagonist of his / her history, with autonomy that leads him / her to seek new satisfactory forms of knowledge during the learning and teaching process.²¹

Teachers must have more and more varied abilities to deal with technological growth, because it is believed that technology is increasingly used to build knowledge and for lifelong learning, making the teacher use these tools to the innovation of knowledge in the classroom, their practices and the understanding of information in a significant way.²²

From this perspective, it is possible to verify the recognition of the teachers that the pedagogical practice should happen in a planned way, being carried out in the day to day of the teacher, with discussion of the contents and interaction between the subjects in the classroom, using methods, methodologies and through the improvement of technical and scientific knowledge in which the teacher can be a transforming agent in the lives of his students, showing ways to learn and making them active in the construction of their learning.

♦ Resources used by teaching nurses in their pedagogical practice

In order for the teaching-learning process to have a satisfactory and efficient result, the teaching nurse has the function of planning, evaluating and re-evaluating their practice. To do so, it is necessary to think of didactic resources and their functions in pedagogical practice. Thus, the selection of appropriate resources for the classroom environment requires a knowledge of the teacher about the their students technologies are available. This process of selecting suitable methodological resources facilitates the association and understanding of what should be transmitted to the student and what they wish to add to their development.23

It is of great importance that nurses acquire, during their training process, knowledge about the use of technological

tools to subsidize the development of their professional practice, since there are several ways that facilitate the transmission of information, which makes the student capable of recognize, articulate and create new concepts for their work.²⁰

As demonstrated in the statements of the following deponents, the teachers use several didactic resources made available by the educational institution, which will facilitate the approach of the content to be taught, providing teaching-learning in a satisfactory way.

[...] today I use resources that I did not have in my time, I have computers, internet, data show and videos. All this greatly facilitates my work, these resources being offered by the institution makes much easier and makes it easier for me to pass the understanding I have about the disciplines that minister and still causes students to absorb the content. (Deponent 01)

The resources I use in my pedagogical practices are audiovisuals, especially the data show, but I also use videos and try to perform some methods like seminar, discussion groups, I bring scientific articles about a certain topic for discussion. (Deponent 11)

Traditionally developed, with the use of existing technology, data shows, surveys, questionnaires, and works, seminars, common activities. Some other activity is that it leaves this context, as gincanas, it is this development of these methodologies. (Deponent 12)

It can be seen, in these statements, that teachers have visual and audiovisual resources that facilitate the approach of the content delivered by them in the classroom and, at the same time, stimulates them to participate in the teaching-learning process, facilitating the understanding of the subjects that are addressed.

According to the traditional resources used and daily used as: transparencies, slides, slide projector, data shows, texts, posters, articles, books, among others, are part of the table of auxiliary materials used for classroom practice, thus, facilitating, the transmission, the assimilation and interaction of teachers with students in their expository or demonstrative classes, thus providing, the teaching-learning that is necessary in the educational field.²³

The traditional pedagogical practice is still in focus, with valorization of technical skills, which makes the action performed by the mechanical professional. However, it emphasizes the importance of active methodologies, since they allow the teacher, to abandon the technical work and innovate

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with the adoption of didactic tools that favor dynamism and interaction, thus, generating new knowledge.²⁰

In this sense, it has been verified that teaching has undergone significant transformations over time, modifying the profile of the traditionalist professional, for an active, resolutive professional who has a view towards the individual as a whole, seeking to meet the identified needs, knowing articulate the technique with scientific knowledge.²⁴

The following speakers emphasize the use of resources and materials existing in their daily life, allied to the use of expository and dialogic classes, since it is these means that give the possibility for their pedagogical practice to be facilitated and also for understanding from the students. They emphasize that the teacher must use innovative practices that solidify the knowledge produced.

[...] in the perspective of innovation, I try to rethink how we might be approaching the student, so that he can build knowledge and participate in the process. (Deponent 04)

[...] I sometimes try to use new instruments or explore subjects that are circulating in the media, trying to innovate and invigorate [...] sometimes we do not have many instruments, so we end up tying our practice to lectures, although I consider this type of class important, I think that with more innovative practices the student interacts and understands better. I try to plan practices such as: studying scientific articles, dialogues, discussion of clinical cases, so that theory and practical experience can be associated as much as possible. (Deponent 05)

I have expository classes, dialogues, group work, laboratory practice, case study and always try to bring the student to the reality of the professional field. In my practical classes I use visual audio resources and anatomical pieces, because for me these resources facilitate learning [...] (Deponent 06)

It is all actions, from the planning that the teacher performs, so that it can facilitate the student's learning inside or outside the classroom. Then begins with the planning of what is going to be given in each class, at each moment with the student, to organize the topics that will be addressed and what strategies the teacher will use to address the topics. (Deponent 07)

In these statements, it was possible to observe that teachers recognize the importance of developing their pedagogical practices and that these need to be constantly innovated. They emphasize that the dynamic teacher makes the student capable of effectively participating, in their growth and

development, as a professional future and as an active individual in society.

Nursing teachers rethink a new teaching meaning of their pedagogical practice, since the teacher must demand dynamism and creativity, causing changes in the educational scenario. It is thought, therefore, that students need mentors who have technical and scientific skills, but, who, also have skills of innovation in their daily practice.²⁵

Since transformations and the acceleration of modern and globalized growth require professionals to be committed to the training of their learners, it is understood that, through innovative practices, students are able to understand the complex dynamics of learning, so that they are formed critical and reflective professionals. 9

In the light of the above, it was possible to verify that the pedagogical practice, when being carried out by the teacher, must have, within their reach, resources that will lead in its decision making, to better meet the demands of the student, where they must be constantly rethought, that encourage you to be responsible for your knowledge. It is also understood that, the use of resources allow the exchange of knowledge of the agents involved, integrating them in teaching-learning.

♦ Aspects considered by the teacher in the development of pedagogical practices

The process of constructing teaching practices happens from the moment the educator understands that teaching is to provide the means for the student to take responsibility for his / her learning. Thus, the planning and organization of the activities to be carried out in the classroom facilitates the decisions to be taken by the teacher during the teaching-learning process, promoting understanding, instigating new knowledge, providing the student with interaction and creating possibilities for learning. ²⁶

This category, was based on, the statements that demonstrate how and what aspects Nursing faculty consider in the development of their pedagogical practice, as seen in the statements below:

First we always have to plan [...] during the planning I try to use resources that I have and that facilitate the understanding of the student and my work. (Deponent 01)

[...] I develop my pedagogical practices thinking of attending to the deficiencies that were diagnosed in the student's learning process, they are gradually being built according to the needs of the student, since each class has different demands and positions. (Deponent 04)

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It is from the organization of the content that must be worked with the student. I mainly explore the issue of the dialogic exposition, in which I value the knowledge that the student already has, and that I give him the opportunity to discuss the theme [,,,] my pedagogical practices are planned from the teaching plan I do. (Deponent 05) In my pedagogical practice, I try to organize and plan everything I'm going to address in the classroom [...]. I try to approach what we call active methodology, where the student participates in the process of teaching learning. So we not only give the content, but it allows the student to visualize that content and how to use it, which are the skills. How the learner can develop his / her competences in the light of the knowledge he / she is acquiring in the classroom. (Deponent 07)

I lived my pedagogical practice from the moment I started teaching the Nursing technician, it was a practice I experienced as any nurse, I was not prepared to teach [...] I went to teaching because I liked to teach, I imagined along with those teachers that I thought had better didactics, and wanted to be like them. [...] I think I have been able to improve my practice, such as positioning myself in the classroom, preparing materials, and leading my students better. (Deponent 13)

In these speeches, it was possible to perceive that teachers, entering the classroom, perceive several problems that require the use of knowledge and practices that were constructed during the course of their professional experience. In this way, these professionals recognize the need to plan their practices and organize the content, based on, the reality of the class and the students' prior knowledge.

The nurse's concern with his teaching practice makes him rethink how best to approach a given topic. To do this, you need to use methods that will arouse interest, curiosity, in the student, making you participate in your teaching process. In this way, the exchange of experiences, the incentive to readings and the use of technologies bring the student closer to his / her reality.²⁷

The active methodologies bring the individual closer to the new, stimulating him to question, to reinvent himself, to reflect and to bring new proposals with freedom of choice. These methodologies are means used by the teacher so that their practices are innovated, requiring, the advisor, creativity, resolve, reflections and actions that will have repercussions in the process of student formation and allowing, with this, interactions between the subjects and their development

in the various activities that during their training.²⁰

A very relevant fact that should be considered is the teacher's approach with his / her students, seeking to make a prior evaluation of their learning, identifying the elements that make up their basic training and diagnosing the points that need to be improved. Thus, it can be emphasized that the student should not only be a deposit of information, but, an autonomous individual, who participates actively and who is capable of making new discoveries.²⁸

The teacher, when contributing to the formation of the academic, must build relationships that go beyond teaching-learning, valuing their experiences. With this, the nurse, in the exercise of teaching, must possess a professional profile that conceives, to the students, contributions to the work market where, at the same time that teaches, also learns, articulating their way of being with the situations found in their daily experiences. ¹⁶

When developing their pedagogical practices, the teacher needs to understand the aspects that involve the student and their teaching. In this, it is necessary to value the knowledge of the same and to recognize such experiences, in which one has the planning as a necessary tool for the conduction of teaching-learning , facilitating the organization of the contents that will be taught during the steps that will lead the class.

♦ Facilities and difficulties in the practice of pedagogical practice from the point of view of the teaching nurse

The construction of this category was based on statements that demonstrate the difficulties and difficulties identified by teachers in the exercise of their pedagogical practices. Below, are testimonies that highlight the difficulties:

One factor that makes my pedagogical practice difficult is because I was trained to work as a nurse and to work as a teacher requires more complex training, so my pedagogical practice is still very much based on the way I was taught, there are many remnants of pedagogical practice traditional [...] I still value the reproduction of knowledge and evaluation through evidence, although I try as much as possible to work on more innovative pedagogical practices, but the influence of the traditional one is very strong. (Deponent 05)

[...] when I started as a teacher, I did not have much experience with pedagogical practices, even because I did not specialize in higher education. I believe that the lack

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of this specialization initially hindered how to convey information to students. (Deponent 09)

[...] I consider that some of the difficulties I have are when it comes to defining the method that I am going to address in the classroom according to the given subject [...] a method has to be directed to facilitate the student's learning process. So the difficulty in choosing the method based on the profile of my students, that particular discipline that I want to work and sometimes also the question of resources. (Deponent 11)

From the above speeches, it was possible to observe situations that the teachers present as factors that hinder the practice of their practice, bringing prominence to the assistance training and difficulties to develop the best method to be worked. It was also reported that the lack of a course in higher education made it difficult at the beginning of his teaching career to transmit content to his students and that, due to these limitations, a practice was personal experiences, with teaching based on traditionalist methods.

According to this preposition, it is commented that nurses are confronted with several obstacles in the development of their teaching practice, due to their training, that is technically and essentially focused on care. In addition, he learns the profession in the place similar to the one that will act, but in an inverted situation, and this presupposes a coherence between the professional one wishes to form and how this professional constructs himself as an educator.²⁹

In the daily life of the teacher, an important conditioning factor of the teaching practice evidenced by the teacher-student relationship is reflected in the teaching-learning process experienced, and when planning a lesson, the teacher should consider the student's profile. However difficulties arise when this student presents limitations in his / her previous learning process. Thus, the teacher needs to review what was thought and planned, subjecting the teaching process to traditionalist patterns and compromising the quality of learning.^{4,5}

The traditional pedagogical practices are also evidenced as factors that hinder the practice of the teacher, since, often, it is difficult to detach them from the school environment. However, teachers nowadays opt to make use of active methodologies that favor students' learning in order to understand the contents and to construct their critical and reflexive analysis on the themes, also, in their previous knowledge, thus providing an

active, constructivist and meaningful learning. 31

Faced with what has been exposed by the deponents, it is understood that there is a fragility in the stages of training of nurses, who do not qualify him to act in teaching. It is emphasized that they learned to teach classes based on their teachers who had as symbols, at the time when were students. With this, the need for improvement arises with specializations and participations in courses offered by the institution where the same

In the speech of the following deponents, it was possible to verify that the student's interest in learning and the availability of resources required by the nurse teacher makes him want to exercise his practice with greater dedication and commitment, since there is satisfaction in acting in education. This when an answer occurs of the student in front of the knowledge that is built.

What makes it easier is when we are with a group of students interested, who want to learn, who seek knowledge. All this stimulates the teacher to rethink his pedagogical practice, and to redirect in a more favorable way all teaching and learning process. (Deponent 04).

[...] as time went by and with the courses I did here in college, living with the students, I improved my pedagogical practice. I have been using the best requirements and technologies to pass this practice and communicate better with the students. (Deponent 09)

What facilitates my pedagogical practice is to have the minimum resources to be able to give a lesson, because didactic resources facilitate my practice, for example: I already have a painting, a brush, data show, notebook if I need to have others resources to facilitate our practice. (Deponent 13)

Faced with the demands found in teaching, when the teacher encounters students committed to their professional training, satisfactory results are obtained, because the student's ability to interact, question and experience new experiences, introduces him to a new scenario within society, thus reshaping, the profile of the professional future.²⁶

The student's posture during the academic life is a determining factor for the future professional image that is intended to be formed, since it can be represented positively when it is flexible and allows the knowledge of new meanings and recognizes, in the teacher, the being which facilitates their learning. However, when the student has a lack of stimulation and academic immaturity,

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he becomes a passive being who becomes a negativist representation.^{26,29} With this, the teaching nurses end up specializing in professional updating courses to act in teaching, to act better in their role as an educator and to develop their capacity as mediator of the teaching-learning process. In this perspective, continuing education should be stimulated by the institutions to their professionals, thus promoting, active pedagogical skills and abilities, so that the teacher is able to self-evaluate and thus better conduct their pedagogical actions.²⁷

The educator for the Nursing area must have the capacity and skills to instruct the students in the competences required by the current job market. For this, it must incorporate pedagogical and technological resources into their teaching practice, which facilitate their approach and a better understanding and critical and reflective learning of their students. In this perspective, it is worth mentioning that the nurse, as a teacher, is always aiming to be close to his trainee in order to detect the needs that prevent him from developing his skills and transform the knowledge. The search for knowledge, on the part of the teacher, must also be permanent, being a decisive factor in the development of their practices, since it needs to be updated and constantly dynamic.

CONCLUSION

The pedagogical practice of the professional nurse facilitates the development of critical and reflexive capacities of the student in front of their social context, given that it is acquired and undergoes constant improvements during its formation process, and that the construction of knowledge occurs in both parts, where teacher and student are able to reshape the knowledge. In this, it is understood that knowledge is dynamic and that the teacher also learns when teaching.

The pedagogical practice, in the teaching environment is built on a daily basis, stimulating the exchange of experiences, sharing new knowledge and contemplating a formation based on the transformative model, where teachers and students occupy the same space and are in constant harmony, using methodologies that allow the formulation of their ideas and creating, with this, strategies to achieve goals proposed during the planning of actions.

The nurse, as a teacher, wants to be close to their student, in order to detect the needs that prevent them from developing their skills and transform their knowledge. With this, the teacher's search for knowledge, must be

permanent, since it is a factor their practices. In this, the teacher becomes dynamic when it allows the student to be able to participate, effectively, in their professional growth.

It is hoped that this study, will contribute to the teacher's practice in the training of future Nursing professionals, making it possible, to create new concepts about their role as professionals before society and reflection during the performance of their daily activities and the challenges found.

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Ribeiro JF, Costa JML, Silva MAC da et al.

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Corresponding Address

José Francisco Ribeiro Quadra 28, Casa 6, Setor C

Mocambinho (Conjunto José de Almeida Neto) CEP: 64010-360 —Teresina (PI), Brazil