PEDAGOGIC TRENDS IN THE PERSPECTIVE OF NURSING PROFESSORS AND STUDENTS

TENDENCIAS PEDAGÓGICAS NA VISÃO DE DOCENTES E DISCENTES DE ENFERMAGEM

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ABSTRACT

Objective: analyzing the unfoldings of pedagogic trends practiced in Faculdade de Enfermagem Nova Esperança of Mossoró for the formation of the undergraduate nurse. Methodology: it is about a research with descriptive exploratory nature, with qualitative approach, having as basis the speech and practice of professors and students through semi-structured interviews, when it was applied the technique of Discourse of Collective Subject analysis. Data collections occurred during the month of February of 2010, according to the approval of Committee of Ethics and Research involving human beings, with the protocol: 196/2009. Results: the speeches of professors evidenced concerns with the improvement of their pedagogic practices, such as flexibility on planning, establishment and reaching of learning objectives, boosting of teaching-learning process, variation of evaluation techniques and the process-character of the evaluation. Given the students’ speech, it is perceived that those do not visualize the work planning of some professors. They experience dynamic strategies, despite of some moments being tiring of it. It is remarkable the satisfaction with the variability of evaluation activities. Conclusion: the deepening of the discussion circa nursing education, in special way the formation of the critic-reflective nurse starting from pedagogic trends that the professors practiced on the researched scenery met together for the perception of hybrid paradigms. It is necessary that the educators reevaluate the educational models and analyze the exerted influences by themselves on their educative practice. Descritores: education in nursing; college education.

RESUMO

Objetivo: analisar os desdobramentos das tendências pedagógicas praticadas na Faculdade de Enfermagem Nova Esperança de Mossoró para a formação do enfermeiro. Metodologia: pesquisa de natureza exploratória e descritiva, com abordagem qualitativa, tomando por base o discurso e a prática dos docentes e discentes por meio de entrevistas semi-estruturadas, onde fora empregado a Técnica de Análise do Discurso do Sujeito Coletivo. A coleta ocorreu durante o mês de fevereiro de 2010, com entrevistas gravadas em aparelho de MP3, transcritas e submetidas à análise. Foi assegurado o anonimato dos colaboradores, a partir da denominação de docente ou discente acrescido de uma numeração. Após a coleta, foi extraído de cada relato a ideia principal e expressões chaves, empregando-se a técnica de análise do Discurso do Sujeito Coletivo. Este estudo teve o projeto de pesquisa aprovado pelo Comitê de Ética com o protocolo: 196/2009. Resultados: os discursos dos docentes evidenciaram preocupações com aperfeiçoamento de suas práticas pedagógicas, como a flexibilidade do planejamento, estabelecimento e alcance de objetivos de aprendizagem, a dinamização do processo ensino-aprendizagem, variabilidade de técnicas avaliativas e o caráter processual da avaliação. Já no discurso dos discentes, percebe-se que os mesmos não visualizam o planejamento no trabalho de alguns professores. Eles vivenciam estratégias dinâmicas, apesar de em alguns momentos serem cansativos ou monótonos. Eles se aperfeiçoam com a variabilidade de atividades avaliativas, enfatizando o progresso no processo de formação do enfermeiro, de modo especial a formação do enfermeiro crítico-reflexivo a partir das tendências pedagógicas praticadas no cenário pesquisado confiuram para a perceção de paradigmas híbridos. É necessário que os educadores reavalem os modelos educacionais e analisem as influências exercidas por eles na sua prática educativa. Descritores: educação em enfermagem; educação superior.

RESUMEN

Objetivo: analizar las consecuencias de las tendencias educativas que se practican en la Facultad de Escuela de Enfermería Nueva Esperanza de Mossoró para la educación de enfermería. Metodología: se trata de una investigación exploratoria y de enfoque cualitativo, descriptivo, basado en el discurso y la práctica de la enseñanza y el aprendizaje a través de entrevistas semi-estructuradas, donde se había empleado la técnica de análisis del Discurso del Sujeto Colectivo. El muestreo se produjo durante el mes de febrero de 2010, según lo aprobado por el Comité de la Ética en la investigación con seres humanos, con el protocolo: 196/2009. Resultados: el discurso de los profesores han manifestado preocupación por la mejora de sus prácticas de enseñanza, tales como la flexibilidad en la planificación, establecimiento y logro de objetivos de aprendizaje, la promoción del proceso de enseñanza-aprendizaje, la variabilidad de las técnicas de evaluación y la naturaleza procesal de la evaluación. En el discurso de los estudiantes, es claro que ellos no ven el plano de trabajo de algunos profesores. Ellos experimentan estrategias dinámicas, aunque a veces se parecen fatigosos o monótonos. Es notable la satisfacción con la variabilidad de las actividades de evaluación. Conclusión: la profundización de la discusión sobre la educación en enfermería, especialmente en la formación de los profesionales de enfermería críticos y reflexivos partiendo de las tendencias pedagógicas practicadas en lo escenario pesquisado se reúnen para la percepción los paradigmas híbridos. Es necesario de los educadores a evaluar los modelos educativos y analizar las influencias ejercidas por ellos en su práctica educativa. Descritores: educación en enfermería; enfermería; educación superior.
INTRODUCTION

This study is delimited in the field of nursing education, pointing to pedagogical trends that permeate the practice of professors at Faculdade de Enfermagem Nova Esperança de Mossoró (FACENE-RN) and the ramifications for the construction of a critical and reflective nurse as proposed in the Projeto Pedagógico de Curso (PPC) in the view of professors and students.

It is necessary to remember that the Brazilian pedagogical ideas are divided into liberal pedagogy and progressive pedagogy. The liberal pedagogy takes into account only training for a profession. This approach characterizes the traditional teaching, which assumes that the student is unable to take control of yourself, preventing creativity and initiative.1

The liberal pedagogy supports the idea that the school has the task to prepare individuals for the performance of social roles, according to individual skills, so individuals need to learn to adapt to the values and norms prevailing in class society through individual plant growth. The emphasis on the cultural aspect hides the reality of class differences, because although spread the idea of equality of opportunity, does not take into account the unequal conditions.2

The teaching methods are based on the oral presentation of content, and also the analysis made by the teacher and with emphasis on repetitive exercises, with the goals of memorization and habit formation.3

The main impact of liberal pedagogy are: memorization, passivity, distance between theory and practice, radical rationalism, theoretical speculation, lack of questioning of reality, adopting models, individualism, submission and maintenance of the division of social classes.4

Regarding to pedagogy progressive theorists argue the formation of a critical citizen and participant in social change as school functions. The trends of progressive pedagogy are liberating, better known as pedagogy of Paulo Freire, a libertarian, or pedagogy of teaching self-management, and critical-social content.1

The teaching method is based on the dialogical relationship, and egalitarian social learning among stakeholders, which takes place through the encoding of a problem situation. What is learned it is not necessitated by imposition or memorization, but the critical level of knowledge to which it gets through the process of comprehension, reflection and criticism. The teacher-student relationship is horizontal, based on the criteria of good relationships.5

The main impact of progressive pedagogy are: active and motivated student who asks questions about significant aspects of reality, developing the intellectual skills of observation, analysis, evaluation and understanding, interaction and cooperation with group members.6

Given all of the above on education and training of workers, it is clear that in the new century, it is not possible to train people with more education focused on technical rationality, so challenged today.7

It has been questioned, especially if the training, expertise and development of professors in nursing are consistent with the expectations outlined for the education of the century, that is, with spirit and critical and reflective thinking, to develop the knowledge and skills essential to their teaching.

From this perspective, the change in the logic of the training of health professionals in a critical and reflective approach is a requirement facing the challenges of the new world order, including education and health as areas for production and application of knowledge that are intended for human development, in order to reaffirm commitments to the basic assumptions of citizenship.7

Nurses must assume their role as an educator, both in participation of educational practices with the team as done in health education in the community. Not as a mere formality, but the appropriation of knowledge grounded in conceptions processors that enable people to participate in a democratic way, be they team members or users, seeking to give meaning to learning, monitoring the results and conducting assessments collective constant.8

Educational practice should facilitate the formation of a citizen worker, then must change the pedagogical projects that favor the formation of professional technicians, and reflection as the essence of the training process.9

For this it is necessary to reevaluate the current teaching-learning practiced in the institution, since the traditional pedagogy does not provide the formation of critical and reflective. This training requires the adoption of innovative methodologies capable of enabling reflection on the relationship of hegemonic teaching-learning process is reversed, ie, in which the student becomes subject of the process.
Pedagogic trends in nursing professors’ and students' teaching practice that they lived in the Faculdade de Enfermagem Nova Esperança de Mossoró (FACENE / RN), based on the discourse about the practice of social and responsible people, and these professors and students of FACENE / RN, chosen previously and who were willing to participate.

The study population consisted of all teachers and students of FACENE / RN, and a sample of six professors and six students who agreed to participate in the study.

The criteria for selection of the participants were: two professors of the biological basis of the work of nurses with at least one year experience in teaching, two professors of instrumental disciplines like semiotics and semiology with minimum one year experience in teaching, and two professors from disciplines who work assistance and nursing interventions with at least one year experience in teaching. The choice of the students was done randomly, contemplating a student from each academic period.

Data were collected from semi-structured interview guide and asked the professor to describe their teaching practice on planning, execution and evaluation. For the students, the instrument asked them to describe the teaching practice that they lived in relation to planning, execution and evaluation.

Data collection happened between February 16-25 in 2010. The interviews were recorded in MP3 player, and the information gathered, transcribed and subjected to analysis. It ensured the anonymity of employees, from the name of teacher or student plus a number.

After collection, each story is excerpted from the main idea and its key expressions, using the technique of analysis of the Discourse of Collective Subject.10

This study was conducted by observing the principles of ethical research involving human subjects and, as presuppose the Resolution 196/96 CNS / MS. For this, it was submitted to and approved by the Ethics in Research FACENE by protocol 196/2009.11

All collaborators have read, signed and received a copy of the Statement of Consent, which set out the objectives of the research and all the information necessary for the participant. All costs associated with this feasibility study were the responsibility of the researcher.

RESULTS E DISCUSSION

The use of the interview was adequate to allow the rescue of subjectivity, since speech is indicative of value systems and beliefs. Thus, starting from key-expressions it was possible to identify the main ideas and the formulation of DSC, which will be presented. The DSC I through III refers to the vision of teachers, and the DSC IV to VI, to the students, revealing teaching trends experienced in the target institution.

● IC/DSC I -Main focus of planning is the objective of the lesson

Planning is flexible within the possibilities that we have in the context of the discipline, it may be necessary for you to change a few things you have planned. My main focus in planning is the goal of the lesson, then, from the objective of the lesson, I structure, I do the planning in order to achieve those goals and to achieve the goals it takes time.

The DSC I expresses planning disciplines and classes as something flexible, demonstrating relationship not only with class emerging in the speeches of the Pedagogical Project Course.

In this respect, it should be noted that the school planning is a guiding construction of professor’s action, which, as a process, organizes and gives direction to the practice consistent with the goals which were proposed.12

It is necessary to remember that the professor’s role is systematically to organize a gradual series linked to situations that this process takes place. It will start from the perception that the student has the subject and his own practice3. But, they can not lose the purpose of the larger project of the

METHODOLOGY

Exploratory and descriptive search, qualitative approach, it was conducted in the Faculdade de Enfermagem Nova Esperança de Mossoró (FACENE / RN), based on the discourse about the practice of social and responsible people, and these professors and students of FACENE / RN, chosen previously and who were willing to participate.

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institutions, i.e., the teaching, which, in turn, should echo the nursing curriculum guidelines.

In a world of fast changes, the important thing is not the knowledge or ideas or correct and easier behaviors which are expected, but the increase of the student's ability - participant agent of social change - to detect the real problems and seek original and creative solutions to them. For this reason, the expected ability for developing is to ask relevant questions in any situation to understand them and be able to resolve them properly.7

- IC/DSC II - Regarding the implementation of the classes I try to dynimize

In each classroom there's a different methodology, for each schedule there is a different methodology. Regarding the implementation of the classes, I try to dynimize. But the implementation of the methodology depends heavily on classes, the profile of the class is what will show if I'm going to work with the lesson plan for having a dynamic class, for having a student's participation in these classes.

According to the DSC II, the methodology is different, depending on the relationship between the actors involved in the case, professors and students, and demonstrates the dynamism of pedagogical space.

The professor maintains the autonomy to choose methodologies, making selection of content and pedagogical activities best suited to their students, according to their interests or needs and difficulties.13

On the way to develop individual autonomy in close coalition with the collective of individuals involved in the teaching and learning, he/she looks for innovative methods that admit a pedagogical practice ethics, critical, reflective and transformative. In this respect, one must go beyond the limits of purely technical training to effectively achieve the formation of man as a historical being enrolled in dialectical relation action-reflection-action.14

It is necessary to bet on a process of change in education and take the risk of facing numerous challenges, among them, breaking with crystallized structures and models of traditional teaching and training health professionals with skills to recover the essential dimension of care: relationship between humans.15

- IC/DSC III - The evaluation is a gradual process

The evaluation should be more diversified as possible, an assessment which there is all elements of student and it must be done continuously, it is a gradual process.

According to the DSC III, evaluations are diverse and understood as a gradual process.

The evaluation of the process teaching/learning is an important element of teaching practice which is directly related to the assessment of the work of the teacher and the institution. It is a process of collecting and analyzing data with a view to ascertain whether the objectives are being met and must be crafted to guide the learning process.16

This is because the assessment assumes wider dimensions. It is not limited only to assign grades. Its connotation expands and moves, in order to verify that students are achieving the objectives proposed for the teaching-learning process. These changes translate into behavior change and acquisition of motor, cognitive, emotional and social behaviors.16

The product of education should bear the name of learning experiences, and not simply the acquisition of knowledge supposedly already ready and available for teaching conceived as mere transmission. It is necessary to replace the pedagogy of certainty and knowledge prefixed by a pedagogy of inquiry, the questions and the improvement of access to information.17

In general, our evaluation systems, focusing on the note, have also maintained our students, from the first school to university, for the childish things of science. The problem becomes greater because, for a number of teachers, the choice of what is worst among the forms of assessment is simpler.

- IC/DSC IV - Teachers concern with the planning, but some do not.

What we can see is that the teachers really have a concern with planning. But I think some of them come out of planning because some go bewildered, arrive on time and create anything.

The DSC IV represents the view of the student who identifies differences among teachers with regard to the process of planning lessons.

Thinking of the teacher as an agent of pedagogical work organization, whose articulate concrete conditions, influencing the outcome of their work, planning education is procedural, they are all decisions and actions of the teacher in the context of interaction with the school community.
It is necessary to have before our eyes and in the heart respect for autonomy for better understanding by the binomial student / teacher of the production process, apprehension and expression of knowledge, within a perspective of transformation of reality, after all, know is transforming.\textsuperscript{14}

It is worth noting that in many experiments the transformation process of training, the participation of professional services and community (users) in the content and direction of the work to be developed with the students, has been essential for these new practices are constructed. And new practices include a new design in the planning and construction of content and educational objectives.\textsuperscript{14}

It is necessary to maintain openness to experiences that have the perspective to contribute to the reflection on the teaching and learning process, and discuss the importance of building theoretical and practical knowledge during the training of nurses and critical reflective so that it is able to intervene in the concrete reality of health services.\textsuperscript{18}

- IC/DSC V - The methodology is very efficient, but there are those tiring classes.

The methodology is very effective because it stimulates student participation, makes him think, he gets the answers of the questions that he has. However, those classes are always tiring.

The DSC V externalizes the perception of students with regard to the methodology used by teachers and demonstrates the extremes of lessons efficient and tiresome.

It can be inferred that the effects noted by students for positive scenarios evaluation are extremely desirable. Along with the motivation to study and encouragement to advance knowledge, the student has fundamental discoveries: he discovers that learning is not decorating, it is important to study and produce knowledge and not getting the note, he notes that through the mediation of these positive experiences of assessment, learning occurred: he discovers because he did not copy models, he related with knowledge, interacted with the teacher.

In the case of teachers, the meaning of his work is formed by the action of teaching purpose, that is, the purpose and the actual content of transactions effected through the teacher consciously considering the actual conditions and objective in conducting the process of appropriation knowledge by the student. When the appropriation takes place in school, that is so institutionalized, the teacher performs the necessary mediation between the student and knowledge.\textsuperscript{13}

Mediation conducted by the teacher between the student and the culture has specific characteristics, ie, formal education is qualitatively different for specific aim to foster the appropriation of cultural tools that enable development of basic understanding of social reality and promoting individual development. Thus, the pedagogical activity is a set of purposeful actions, conscious, directed to a specific purpose.\textsuperscript{12}

We highlight the importance of nursing as a profession of social commitment, and sensitive to human rights issues, and science as seeking new methods for achieving improved quality of life and care through health activities and appropriate interventions.\textsuperscript{19}

Other searches that show inclusive strategies of teaching-learning process are viewed positively in health education by the students: “they showed impressions towards the active teaching-learning methodologies, which they referred to stimulating”.\textsuperscript{20,18}

- IC/DSC VI - Very well distributed the evaluations

I think the evaluations are very well distributed, these types of evaluations are well divided, I like the diversity of the various ways that teachers use and I like that because there are people who in one way it is not good in a given situation, but otherwise he/she is good in another situation.

The DSC VI evidences students' satisfaction related to evaluations with regard to distribution and diverse, being fair when it allows different people, who need to be evaluated differently.

The practice of evaluation is ongoing and procedural; assessment tools are diversified; intellectual skills required are complex and not memorization; teachers are competent in teaching and administering content, the teacher is interested in student learning; they give back on proceedings and directs the correction of mistakes.\textsuperscript{16}

The evaluation qualifies the students so that they develop and acquire individual and social identity. It's a move that coincides with the man's development and specify its nature according to the natural and cultural elements of life. This process is not amenable to measurement as it is not learning that it follows.\textsuperscript{21}

Nurses need to think about the pedagogical ideas from the perspective of building
To work in education, it is necessary to know the different teaching approaches or pedagogical trends that can guide the teaching practice, knowing that they reflect the ideological character that pervades the education system in certain contexts. It is necessary that educators, through critical consciousness, reassess educational models and analyze the influences exerted by them in their educational practice.

**CONCLUSION**

The construction of this work allowed further discussion on nursing education, especially the education of nurses from critical-reflective educational trends practiced in the studied scenario, which converged to the perception of hybrid paradigms.

We can see ourselves in the professors' speeches, several concerns with a view to improve their teaching practices, such as flexibility in planning for adaptation to the needs / specific class, establishment and achievement of learning objectives, the need to boost the teaching process learning, variability of evaluative techniques that are able to understand all dimensions of the student, not limited to the written test and understand that the evaluation is procedural.

Already in the speech of students, it is clear that they do not see the planning work of some teachers, implying think that, sometimes, the teacher go without due preparation for the classroom. With regard to the implementation of the moments of teaching and learning, students experience the dynamic strategies, although, sometimes, it is tedious or monotonous. It is necessary to understand that strenuous classes are necessary and rely heavily on the efforts of the students. Regarding the evaluation, it is remarkable satisfaction with the variability of evaluation activities, which give the students several opportunities to achieve the goals of the class / course.

Education is undertaking the vocational education is not a technical expert, it is first of all a human, social and political professional. Education has always been political, what we need is clarity of the political project that it stands for. This project should be guided by the principle that the man educate a lifetime, we become men throughout their lives and not only when We attend school. Therefore, the best way to overcome the educational crisis is to live it intensely, revealing its contradictions and realizing that the crisis in education and society are inseparable.

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